

# The MAGAZINE

OFFICIAL ORGAN OF THE  
**ALBERTA TEACHERS' ASSOCIATION**

MAGISTRI NEQUE SERVI



VOLUME XXI

NUMBER 7

## EDUCATIONALLY SPEAKING

Incidentally, such association of the Dominion with the provinces and local communities might achieve wonders in developing a healthy consciousness of Canadian national unity and in retaining in Canada a larger proportion of her illustrious sons. Canada has exported too large a portion of her brains, because of her lack of national supervision in the educational sphere and of her immaturity of spirit.

—C. CECIL LINGARD in "Saturday Night".

**MARCH, 1941**

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# THE A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION

MAGISTRI NEQUE SERVI



JOHN W. BARNETT, Managing Editor

Imperial Bank Bldg., Edmonton

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Volume XXI

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Number SEVEN

## EDITORIAL

### CHANGE, OR DECAY?

THE Convention Committee of the Executive is completing plans for the Easter Convention to be held in the Macdonald Hotel, Edmonton, on Monday to Thursday of Easter Week. Past policy regarding the Easter Convention is in the progressive stage of reversal: that is to say, while not neglecting the inspirational potentialities of the Easter Convention, more and more concentration will be devoted from now on to the Annual General Meeting of the Association and the crystallization of teacher opinion on problems which confront teachers, their welfare and the welfare of Education generally.

It might be better to put it this way: The old type of Easter Convention stressed largely the sectional meeting, the spade-work of the classroom. True the guest speaker was always a drawing card and so he will remain in the future. The new view-point in educational philosophy forcefully and authoritatively expressed will never lose its appeal nor its necessity: nor should it be otherwise, for it is the mainspring of inspiration; it gives rise to self-examination; it halts any tendency to follow along in the well-trodden ruts of complacency and smug assurance; it leads one to the examination of values, to self-questioning as to whether after all the well-trodden paths of the past lead to the right journey's end.

"The old order changeth  
And giveth place to the new."

One is tempted to wonder sometimes if a good many educators who though only too ready to applaud and echo the poet's sentiments, yet consider the principle of change, otherwise decay, applies everywhere but in classroom procedure. During this time of change surely it behooves each teacher to put the question to himself: "Am I prepared to educate myself on Education or am I so ruled by blind faith and confidence in the old as subconsciously to convince myself that the whole sixteen ounces of every pound of educational truth is mine, . . .

and that being so, there is no useful purpose served in listening to anything or anybody else regarding the future of Education and of teachers?"

\* \* \*

A WAG once put it: "Orthodoxy is my doxy; heterodoxy is another man's doxy". Of course this haywire attitude is often subconsciously expressed in statements of this kind: "I have no use for frills and half-baked ideas; why should it be necessary to spend time and money listening to outsiders? Things are going alright, and the results challenge any necessity for change." And this being interpreted means all change is decay.

\* \* \*

A SHORT time ago we read comments respecting a two-day conference of workers which adopted a comprehensive and a progressive programme of Education including the following: Federal and State Aid, health education, curriculum revision, instruction in the co-operative movement, teachers tenure, an actuarially sound retirement plan, etc. One delegate rose and said, "The whole educational system should be reorganized so we can get rid of educational parasites." (meaning the teachers). An officer of the organization replied, "I don't use such an emphatic term as educational parasites; I call them ineffective intellectuals."

\* \* \*

WE suggest in all seriousness that a teacher who holds himself aloof from meetings where new ideas are set forth or gatherings where such fundamental questions as above-mentioned are to be the subject of debate, runs the danger of becoming an "ineffective intellectual", ignorant of everything but textbook Education. He may be competent in his position as demonstrator but he may be hopelessly ineffective and inefficient in his ability to organize for the purpose of solving educational and professional problems—yes, even his own economic problems.

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AND so the Executive, in its anxiety and determination to uphold and develop the sound reputation Alberta teachers as a whole have enjoyed in the past for aggressiveness and receptivity to new ideas, place every possible facility at the disposal of the teachers to enable them to contact new and progressive philosophies of Education; also to see to it that the Annual General Meeting of the A.T.A. shall give all—yes, even the ineffective intellectuals—an opportunity to participate at the Annual General Meeting. The programme is necessarily calculated to negate any danger of their viewpoint becoming static or sterile towards educational progress.

Having this object in mind, we have been able to secure one of the foremost educationists on this continent, Dr. Harold Rugg, one who would be rated by many as Number One Specialist on that most debated and possibly most important subject on the new course of studies, Social Studies—that subject so involving the theme of the next convention, "Education in Democracy; Democracy in Education".

THE A.G.M. also will concern itself with matters of the curricula and of internal administration of the A.T.A. And it is obvious that if the teachers want to do their duty by themselves and by their schools some discussion will necessarily be focused on the matter of support for Education and the resistant attitude of a number of School Boards who evidently desire to hold static year by year the appropriation for teachers' salaries, while at the same time the cost of living is on the steady up-climb, yet while the value of agricultural production reaches a record since 1929 of \$206,260,700, and yet again while business is booming in the cities and many towns, by reason of their receiving the business benefits of the payroll of soldiers, construction of factories, airports, barracks and other developments accruing from Government expenditures.

### WAR SAVINGS CERTIFICATES

FOR the first time we begin to realize the gravity of the situation. This is perhaps not due so much to recent events in Europe and in the Far East as it is to the debates across the Line on the Lease-Lend Bill and the visit of Mr. Willkie to Great Britain. It has at last become obvious that if trouble is to be kept away from the shores of this Continent, the war must be won. To win will require far greater efforts than have yet been undertaken or even contemplated. The manpower of the country and our resources, physical and financial, will have to be devoted to the one end. This means the co-operation with the Government of every Canadian regardless of divergent views on questions of politics, economics, religion, or any other matter.

THE Dominion is faced during the present year with an expenditure of at least two billions of dollars. In part this money can be obtained by taxation, the remainder by borrowing. We are asked out of savings to lend to the Government \$120,000,000. The Canadian people are asked to divert this amount of money from the purchase of luxuries and non-essentials to the acquisition of war material. No one will

question the reasonableness of this request, nor will anyone deny that it is his patriotic duty to make available to the Government every dollar which he can spare.

HOWEVER it is not fully appreciated that in the War Savings Certificates people of moderate means are offered an excellent investment; behind them are the wealth and resources of the Dominion; the interest rate is sound; as regards both security and rate of return they rank with Dominion bonds but their value is not subject to market fluctuations as are the latter. The amount which any individual can invest in them is limited to \$480.00 a year with a face value of \$600.00. They cannot be accumulated by profit-making corporations; they are non-assignable, non-pledgeable, and cannot be seized or attached. As a savings scheme for young people who look forward to educating their children and for older people who in due course will be retiring, nothing could be sounder.

ON every ground of patriotism and for obvious reasons of self-interest, we urge the teachers of Alberta to save and invest their savings in these Certificates.

## A.T.A. Fees and Income Tax

Ottawa, 19th April, 1940.

John W. Barnett, Esq.,  
General Secretary-Treasurer,  
Alberta Teachers' Association,  
Edmonton, Alberta.

Dear Sir:

We have received your letter of the 12th instant and enclosures.

Upon consideration, you are informed that the amounts retained from the salaries of members of your Association or paid by them under the general by-laws of the Association may be claimed as a deduction in determining the taxable income of the members.

Yours faithfully,  
C. F. ELLIOTT,  
Commissioner of Income Tax.

We are advised from Ottawa that the above RULING STILL HOLDS, any instructions or advices from any local officials of the Income Tax Department to the contrary notwithstanding.

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## PRESIDENT'S NEWS LETTER

A COMMITTEE formed to discuss plans for the forthcoming Easter Convention decided to select as a theme, **Democracy in Education; Education for Democracy.**

There is no question as to the stand Alberta teachers are taking in this war to preserve Democracy. However, expression was given to the idea that, although we subscribe to War Savings Certificates and to war charities, we as teachers must yet do more. It was urged that in this struggle teachers must become more than paying spectators on the side-lines—that we must become active participants on the side of Democracy and that we must guard it zealously from attack from every and any quarter, while at the same time seeking to refine it and extend its privileges. How can this best be done?

The Committee felt that we might well take time to discuss this problem at the coming A.G.M. and take whatever subsequent action the delegates recommend. In order that the delegates may be prepared to discuss the subject it is planned that detailed suggestions be forwarded to the Locals and Sub-locals.

Perhaps it would be worth while to give some immediate lead, as to the type of likely problem that may be raised. First, we might attempt some explanation of the term, **Democracy.**

The Educational Policies Commission of the National Education Association of the United States would list the following characteristics:<sup>1</sup>

1. Democracy has as its central purpose the welfare of all the people.
2. Democracy provides justice for all, giving equal opportunities to all, regardless of intelligence, race, religion, social or economic status.
3. Democracy respects the basic civil liberties—freedom of speech, of worship, of assembly, of the press.
4. Democracy is concerned with the maintenance of those economic, political, and social conditions which are necessary for the enjoyment of liberty.
5. Democracy teaches that every privilege entails duty, every authority a responsibility, every responsibility an accounting to the group which granted the privilege or authority.
6. Democracy holds that far-reaching changes can be carried on in an orderly and peaceful fashion after the decision to make the changes has been reached by democratic means.
7. A Democracy equips its citizens through education with the materials of knowledge needed for democratic efficiency.
8. A Democracy promotes loyalty to the democratic way by stressing positive understanding and appreciation, and by summoning youth to service in a great cause.

There may be those among us urging that the present is no time for philosophizing, that what we need now is action—nay, even thoughtless action—

Theirs not to make reply,  
Theirs not to reason why  
Theirs but to do and die.

With any such we have no open quarrel. It is for each to decide his course of action. However, we maintain that Democracy is a living, growing, changing concept, and unless it has scope to grow and breathe and flourish it will wither and die. Let us examine the relationship between Democracy and education. One is the counterpart of the other. Where education is free to enquire where it will, where its opportunities are being continually extended, there we find Democracy. In Germany and Italy where there is unmistakable evidence that true education is being stifled the results of such a policy will become apparent even to technological stagnation. Let us make sure we do not follow that lead. Beware the "patriot" who would cut educational expenditure as a war-time measure or dictate what should, or should not be taught, for he would kill Democracy at the root.

Of all professional people, teachers have the greatest stake in Democracy, for were it to perish our lot would be unbearable. No longer would we be able to seek and speak the truth as we see it; no longer would our idealism be free to rise to ever greater heights. Our aims would be definitely circumscribed; we would have to find what satisfaction we could in indoctrinating youth with a fearful respect for the *status quo*.

Let us shake off the idea that Democracy is our destiny. It is no more our destiny than is fascism. Our fate is what humanity as a living organism decides. Should we not, therefore, redouble every effort to ensure that the future will be the fulfilment of our democratic ideal? It is time that we did more than talk Democracy. We must set about its implementation. And where could a better beginning be made than in the extension of educational services?

I should like to close with two quotations. The first is from William Wattenberg in the symposium, *Teachers for Democracy*, the second is known to us all.

"We probably are at the most important turning-point in the life of mankind. We are probably at the threshold either of catastrophe or of a new epoch exceeding all others in the richness of life, liberty, and the pursuit of happiness. In one way or another, what happens in America will be crucial in determining the final result for all men. Every school, every teacher will contribute to that outcome. Some will be active in advocacy of definite lines of action; others will follow the equally determining policy of doing nothing.

"Because of the tremendous interests at stake, both here and abroad, the next few years will be ones of great turbulence and chronic crisis. In this country, we may expect that anti-democratic groups will do all in their power to secure control of our nation, to entrench themselves in authority. The economic powers-that-be will make every effort to be sure that their strength is augmented, that they will not be cast from their positions of dominance in America, and throughout the world. Organized labor will rally its strength for what may ultimately be a battle for self-preservation. Everywhere, lovers of democracy and men of good will actively will be alert lest self-government be destroyed. In such circumstances, freedom of speech and the processes of democracy are especially essential. Academic freedom for teachers and pupils assumes tremendous value in times of crisis. Now, more than ever before, clear thinking is at a premium; access to accurate information is critical; free discussion leading to timely action dare not be waived. Whatever differences in opinion may arise, believers in democracy must be united in guaranteeing the present and future security of America and its people."<sup>2</sup>

<sup>1</sup> "Teaching the Ways of Democracy", Educational Policies Commission. National Education Association, Washington, D.C.

<sup>2</sup> Teachers for Democracy, Fourth Year Book, John Dewey Society, D. Appleton-Century Company, New York. Copy in A.T.A. Library.

"It is for us along with other freedom-loving people to assure, 'that this nation under God shall have a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth'."\*

Yours fraternally,  
RAYMOND E. SHAUL.

\* Lincoln's Gettysburg address, November 19, 1863.

## Guest Speaker

### EASTER CONVENTION

**S**TARTING as a youth as a civil engineer, although achieving unusual success in that field, Dr. Rugg soon realized that his deepest interest was not in things but in people. He returned to Dartmouth, his alma mater as an engineering student, and undertook the study of education. After receiving his doctorate in education at Dartmouth, he travelled to the University of Illinois to study again and also to teach on its staff. Bringing from his engineering background a deep interest in the resources and development of this country, he has stressed in his writings and thinking the relationship between society and the individual. More recently, after participating in educational surveys in the Philippines and Puerto Rico, and after extensive study of civilizations and education in the Far East, his writings have reflected a concern for the impact of international situations on education. This interest was recognized by his election as organizing director of the New Education Fellowship in the United States. The NEF is a world-wide association of progressive educators with branches extending to fifty-seven countries.



DR. HAROLD RUGG

Dr. Rugg is best known in this country as the author of an unusual series of social studies text books. It has been said that these books have affected the curriculum of more schools throughout the country than any other single publication.

Dr. Rugg is at present professor of education at Teachers College, Columbia University.

#### NEW EXTENSION SERVICE

The Department of Extension, University of Alberta, announces a new form of motion picture service to rural schools. A power plant of 1000 watts 110 volts A.C. has been acquired and mounted on a trailer for the purpose of using sound equipment in country districts. Now the latest pictures from war zones and other new sound films will be carried by Department of Extension operators, the service being immediately available to points within easy driving distance of Edmonton. Later it is expected that points further afield may be served in this way.

## Executive Council Elections

### 1941

To date the following teachers have accepted nominations for election to the Executive Council:

**PRESIDENT**—Smith, James A., Paradise Valley. Nominated by Hardisty-Provost, Vermilion, Drumheller.

**VICE-PRESIDENT**—Ansley, E. C., Medicine Hat. Nominated by Medicine Hat, Drumheller.

Smith, Dr. H. E., Edmonton. Nominated by Grande Prairie.

Barnett, R. A., Calgary. Nominated by Calgary City.

#### GEOGRAPHIC REPRESENTATIVES—

##### Southwestern Alberta:

Lakie, Geo. S., Lethbridge. Nominated by Lethbridge City.

##### Southeastern Alberta:

Ross, H. J. M., East Coulee. Nominated by Drumheller.

Morton, R. A., Hanna. Nominated by Sullivan Lake.

##### Central Alberta:

Aldridge, A. A., Bawlf. Nominated by Hardisty-Provost.

##### Northwestern Alberta:

Melness, H. C., Grande Prairie. Nominated by Grande Prairie.

##### Northeastern Alberta:

Kostash, L. L., Andrew. Nominated by Lamont.

Shavchook, P. M., Hairy Hill. Nominated by Two Hills.

Bercuson, L., Smoky Lake. Nominated by Smoky Lake.

##### Edmonton District:

Seeley, Chas., Cherhill. Nominated by Lac Ste. Anne.

Baker, T. D., Edmonton. Nominated by Pembina.

##### Calgary District:

Daniels, L. A., Calgary. Nominated by Calgary City.

Eyres, W. Roy, Calgary. Nominated by Strathmore, Olds.

#### MOTION PICTURE CIRCUITS FOR RURAL SCHOOLS

Greatly increased interest in the use of moving pictures in the rural schools of Alberta is reported by the Department of Extension, University of Alberta. A number of new circuits have been formed bringing the total up to twenty-four, each circuit consisting of from five to ten schools. Over two hundred rural schools and many others in the towns and cities are now using movies in this Province.

Alberta has led the way in the organization of rural school circuits, and although the facilities of the Department of Extension were conveniently available, much of the credit is due to the teachers themselves. Most of the circuits were organized by locals and sub-locals of the Alberta Teachers' Association, but the original suggestion came from a group in the Clover Bar district where "Visual Instruction Circle No. 1" was formed in 1935. Under the circuit system a group of schools purchases the equipment consisting of projector, screen, and batteries which is then passed from school to school with films from the Department of Extension. Thus each school uses the outfit and a different set of films every two or three weeks. The new motor driven projectors have greatly simplified the operation for the teachers, and with the interest now being taken in the project by the divisional boards, this plan of motion picture circuits for rural schools may be expected to expand.



# Building Personality

CHARLES HERSON, Queen's University

THE scope of the educational work of our schools is much broader than it was even a few years ago. In most places the old numerical type of report card has been abandoned in favor of one indicating behavior traits of personality, character, and methods of study. Formerly reports recorded only academic achievement and gave the impression that the schools were not interested in social adaptation and co-operation—those things which the experience of the race has rated high and which are of such great importance in after life.

It has been observed in the classroom that if the feelings of inferiority and inadequacy are overcome, marked improvements in academic work often follow. In a class where the building of character traits is given its proper emphasis, the charge that schools are merely "information factories" contains much less truth. The time may come when promotions and awards are not made on intellectual attainment, but on educational effort.

In the case of high school pupils, especially in the advanced grades, their development is such that they are very susceptible to criticism, particularly if it has to do with their attitudes. Under a system in which each individual pupil is competing with himself, instead of with his neighbor, his pride is appealed to, and better work inevitably follows. Every human being is inherently different from every other human being and it is definitely not the work of the school to turn out a stereotyped product. In the very complex task of the educator, which is usually understood to be aiding the student in the acquisition of knowledge and the development of character, such a system of self-competition helps greatly.

The technique of imparting knowledge has been highly developed, so much so that this, rather than effort, has long been considered the final end in education. Modern psychology tells us it is quite as possible to use specific methods in building personality as it is to implant the concepts of grammar and geography in the child's mind. For too long there was undue emphasis on intelligence alone.

The use of intelligence tests, because of their seeming accuracy, gave a great impetus to the study of the intellect. These, however, fail to measure certain valuable traits and do not give the final answer for the educative process. They were never intended to measure social efficiency. Psychoanalysis shows that a person may be graded low intellectually while the distressing factor is emotional instability. Until emotions are adjusted to normalcy there may be a period of intellectual depression. This is why an intelligence test can never be the final criterion in judging a child's intelligence. The wise educator will be constantly on the lookout for possible controlling factors in the emotional life of the individual.

The pupil in the classroom has not only to acquire information, to develop skill, to exercise thought and judgment, but also to adapt himself to the social order of the classroom, to the authority of his teacher, and to his fellows both senior and junior. In this process of adaptation the various tendencies gradually get their apportioned place in the individual personality. There is stress and strain on egoistic tendencies and a rounding out of social tendencies, of attitudes towards others, of appreciation and affection.

Not infrequently a pupil may be of normal intelligence but with little will-power, one who is easily shifted about, impulsive, always intending to do better but never succeed-

ing. Such a child, forced into a school system not adapted to his particular requirements, is one of those unhappy, frustrated beings whose actions are merely symptomatic of their poor adjustment. Naturally, the chances of children becoming adults of good standing is greater where the child has healthy behavior traits.

The problem of the educator is vastly more than just giving out information every day and aiding pupils to pass examinations. He must find ways and means of helping the children entrusted to his care to stabilize their emotions, to acquire useful habits, to integrate their personalities, and to adjust themselves to their fellows. The personality has the task not only of maintaining itself, but also of taking its place in an orderly way in the social community, and of making its individual contribution to the group, and at the same time deriving support from the group.

More and more society is coming to see that intellectual ability is most fruitful only when it is associated with reliability of character. As evidence of this one has only to observe the number of highly educated intellectuals who become unproductive misfits through maladjustment of personality.

Group consciousness, which is the source of public opinion, is another very potent factor in the control of personality. The mores of a group are very significant, but of equal importance is the emotional satisfaction of the individual. Praise or censure are social tools in dealing with the establishment of self-confidence, or conversely, of shyness and diffidence. There is no truer saying than "Nothing succeeds like success," unless it is the corollary, "Nothing daunts as much as continued failure." Like the continued dripping of water on a rock, so is the effect of repeated acts on personality. Often only one characteristic prevents a person from satisfactory adjustment but once this is changed or removed, the individual is able to carry on his own adjustment himself. Fortunately, most people adjust themselves in a manner satisfactory to themselves and harmonious to society.

The teacher's task is to assist in this process of self-adjustment. He should adopt a scientific attitude and look upon every student who requires adjustment in the same way as the physician considers his patients. Careful attention should be given to environment and the willing co-operation of the child secured. Until this is obtained, and the proper emotional responses called forth, there can be no definite habit formation of the kind desired, and therefore no lasting change brought about in personality or character.

Success and happiness in life come most often to those persons who can adjust themselves to circumstances or have the power to rise above them. This is why students should be taught as early as possible how to get along with their fellow pupils, how to meet new situations, and how to be objectively self-critical enough to discard any habits or mannerisms which might have a tendency to handicap them in later life.

## CLEMENT & WHITTAKER BARRISTERS and SOLICITORS

Solicitor for Alberta Teachers'  
Association

Suite 2, National Trust Building, Edmonton, Alberta

# The Canadian Council of Education for Citizenship » » »

At the call of, and arranged by Dr. C. H. Blakeny, Minister of Education for New Brunswick, an Informal Conference of Educational Authorities was held in Ottawa on November 20th, 1940, to consider some uniform plan of co-ordinating the work of various bodies interested in Education, in order that a strong programme could be developed to educate our citizens in the value of Democracy.

At this Conference there were present representative citizens from every province of Canada except Alberta, and Dr. Percival of Quebec had been asked to hold a "watching brief" for that province. Those attending numbered 43—40 men and 3 women. The eight Departments of Education were represented, the Canadian Broadcasting Corporation, Canadian Legion War Services, Canadian Teachers' Federation, National Film Board, Canadian Institute of International Affairs, Canadian Association for Adult Education, etc. The Director of Public Information was present; W. Gladstone Murray, General Manager CBC; Dr. J. H. Robbins, Chief, Education Statistics Branch, Dominion Bureau of Statistics. New Brunswick was represented by Dr. Blakeny; Dr. Peacock; President MacKenzie of U.N.B.; and E. H. Cook, Chairman of the St. Stephen School Board.

Dr. Blakeny and Dr. Duncan McArthur acted as joint chairmen.

The Conference defined objectives and adopted a plan of organization.

## Objectives

Objectives were defined as follows:

(a) To stimulate in the minds of all Canadians a greater appreciation of the meaning and implications of democracy as a way of life, to the end that they may better understand the issues involved in the present struggle and thereby make their maximum contribution to the war effort of the nation.

(b) To assist all Canadians in reaching an understanding of the problems which may arise from time to time relating to post-war reconstruction.

## Organization

A National Advisory Council on Citizenship Education to be organized immediately. This Council to draft a statement describing its own objectives, responsibilities and procedure. The following organizations to be represented on the Council:

- (1) Each provincial Department of Education.
- (2) Canadian Conference of Universities.
- (3) Canadian Teachers' Federation.
- (4) National Federation of Home and School Associations.
- (5) Dominion-Provincial Youth Training Programme.
- (6) Canadian Broadcasting Corporation.
- (7) National Film Board.
- (8) Canadian Association for Adult Education.
- (9) Workers' Educational Association.
- (10) Canadian Association of Broadcasters.
- (11) National Film Society.
- (12) Red Cross Society.
- (13) Canadian Legion War Services Committee on Education.
- (14) Canadian-Newfoundland Education Association.
- (15) Canadian Association of Junior Chambers of Commerce.
- (16) Canadian Institute of International Affairs.

The Council to have power to add to its number representatives of other bodies.

The Council to select an executive sub-committee, this executive to endeavor to arrange for the engagement of a permanent paid secretary.

Each province to be urged to form a Provincial Committee to co-operate with the National Council.

At this Conference also Dr. Blakeny opened discussion on the prospect of a Dominion Government Education Office similar to the Federal Education Office in Washington, D.C.

The meeting expressed appreciation of the initiative of Dr. Blakeny in calling and arranging for the Conference.

## Initial Meeting of the Canadian Council

The initial meeting of this Council was held at Ottawa, November 21st, with Dr. H. F. Munro, Superintendent of Education for Nova Scotia, in the chair.

The meeting adopted the name **The Canadian Council of Education for Citizenship.**

The following Executive Committee was nominated and elected: Dr. Duncan McArthur, Chairman; Dr. Victor Doré, Vice-Chairman; Dr. E. A. Corbett; Dr. T. W. L. McDermott; Mrs. W. J. Lindall; Dr. W. H. Brittain; a representative of the Canadian Teachers' Federation.

On motion it was agreed that Dr. Blakeny should be Chairman of the Council until its next meeting. It was announced that the C.T.F. had named Mr. C. N. Crutchfield as its representative on the Executive Committee.

There was some discussion of a proposal to establish throughout Canada a special day for school observance of citizenship exercises.

## Meeting of the Executive Committee

The Executive Committee met in Ottawa, Monday, January 13th, 1941. Those present were: Dr. Blakeny, Dr. Corbett, Mrs. Walter Lindall, Mr. C. N. Crutchfield, Dr. W. H. Brittain, Dr. Amos, Mr. R. S. Lambert, Mr. H. W. Morrison. Because of the absence of Dr. McArthur through illness, Dr. Blakeny acted as Chairman.

Considerable discussion took place with regard to the financing of the work, and it was stated by Dr. Blakeny that the Department of Public Information was willing to publish pamphlets, etc., that were accepted by the Executive, and would have these ready for distribution in large numbers. Dr. Blakeny took it upon himself to interview some of the Ministers of Education to enlist their financial support for the carrying on of the work until such time as further definite arrangements could be made with regard to the matter. The scope of the work is so great that the Executive felt that a permanent Secretary must be appointed. Offers were made from two outstanding men who agreed to carry on jointly until the first of September without pay, provided their expenses would be met. It was decided to accept this offer.

Mr. Noseworthy of Ontario presented a Brief, suggesting that pamphlets be written up by teachers for teachers under the following headings: (See page 11 of this issue.)

The Democratic Way.

Canada as a Democracy.

How We Govern Ourselves.

Equality Before the Law.

Freedom of Association.

Freedom of the Press and of Speech.

Freedom of Worship.

Racial Tolerance and Equality.

Freedom of Education.

Dictatorship—the Great Illusion.

What Democracy Means to You.

Responsibility of the Citizen in a Democracy.

How Can We Make Democracy Work.



This Brief was very favorably considered by the Committee, and Mr. Crutchfield, as the C.T.F. representative, was asked to get in touch with Mr. Noseworthy and ask him to head a committee to prepare material for these pamphlets, so that they could be printed by the Department of Public Information and distributed for the use of teachers across Canada. Mr. Noseworthy will need assistance in the preparation of these pamphlets, and it has been suggested that teachers qualified to write on the subjects outlined be asked to offer their services, either through the C.T.F. Secretary (Mr. C. N. Crutchfield, Shawinigan Falls, P.Q.), or direct to Mr. Noseworthy.

#### Dramatized Plays

Mr. R. S. Lambert reported that the CBC had decided to offer a series of twelve plays, entitled **The Theatre of Freedom**—and that this decision was an outcome of suggestions made at the Council meeting in November.

Actors and playwrights in Hollywood and New York, and all of the people mentioned in the list which follows, have offered their services free of charge, and many of them are paying their own expenses to Toronto and Montreal for the broadcasts.

If there is sufficient demand from the public the CBC will prepare gramophone records of the plays for distribution. These records will cost approximately \$16.00 per play. It was thought that many School Boards and Departments of Education would be anxious to have a permanent record of them. (Mr. Crutchfield asks the teachers across Canada to interview their School Boards, or their Departments of Education, to persuade them to purchase these records, so that children in the schools who may not hear the broadcasts can have a recording of them later on.)

#### The Theatre of Freedom PLAYS AND PLAYERS

1. "Seems Radio is Here to Stay"—By Norman Corwin, starring Sir Cedric and Lady Hardwicke.
2. "Saint Joan"—By Bernard Shaw (adapted by Merrill Denison), starring Helen Menken.
3. "This Precious Freedom"—By Arch Oboler, starring Raymond Massey.
4. "The Flying Yorkshireman"—Dramatized by Arch Oboler from Eric Knight's novel starring Charles Laughton and Elsa Lanchester.
5. "An Enemy of the People"—By Henrik Ibsen, starring Paul Muni.
6. "Valley Forge"—By Maxwell Anderson, starring Philip Merivale.
7. "Hellas"—By Percy Bysshe Shelley (adapted by Zachary Metz).
8. "Strife"—By John Galsworthy (adapted by Chas. Warburton), starring Douglas Fairbanks, Jr.
9. "A British Subject I Was Born"—A new radio play on Sir John Macdonald and Canadian Confederation. Specially written by Merrill Denison, with an all-Canadian cast.
10. "Victoria the Great"—From the Film by Sir Robert Vansittart, starring Anna Neagle and George Sanders (directed by Herbert Wilcox).
11. "Abraham Lincoln"—John Drinkwater, starring Walter Huston.
12. "The Fall of the City"—By Archibald McLeish, starring Orson Welles.

To be broadcast over the National Network of the Canadian Broadcasting Corporation on February 2nd, 1941, and succeeding Sunday evenings at 9:30 p.m. Atlantic Standard Time.

The plays have been selected because they all of them have some message to give to Democracy. "Saint Joan" is a study of tolerance. "An Enemy of the People" preaches the

sanctity of conscience. "Strife" warns against extremism and pleads for moderation. "Valley Forge", "Abraham Lincoln", and "Victoria the Great", describe the qualities of democratic leadership. "The Flying Yorkshireman" reminds us of the faith that can work miracles. "This Precious Freedom" warns us what the loss of liberty may mean. And "The Fall of the City" assures us that there is no conqueror that can succeed against us save our own fear. "A British Subject I Was Born" commemorates Canada's own contribution to the march of Democracy—the achievement of Confederation in 1867. The verse-brochure, "Seems Radio Is Here to Stay", serves as curtain raiser to the whole series, to bring home to us the vital power of radio to inform and unite our community in support of its ideals.

"May these plays succeed in making hearts beat faster, and resolve rise higher, in defence and vindication of the cause of Democracy, throughout the civilized world!"

#### Committees

The following committees were appointed:

1. **Committee on the Preparation of a Directional Pamphlet**—a pamphlet which shall be short and compendious, setting out the various sources in Canada and elsewhere from which information and assistance in the teaching of democracy could be obtained.

Chairman: Mr. T. W. L. McDermott, Secretary, Institute of International Affairs.

2. **Editorial and Publication Committee**—to read, and edit, and publish or have published manuscripts submitted to the Committee.

Chairman: Mr. R. S. Lambert. Members: Dr. G. Shrum, B.C.; Dr. McNally, Alta.; Prof. Lederman, Sask.; Mr. H. R. Low, Man.; Mr. V. Doré, Que.; Mr. E. A. McCourt, N.B.; Miss N. Bateson, N.S.; Dr. J. T. Croteau, P.E.I.

3. **Radio and Film Committee**—to confer with CBC and the Film Board, to offer suggestions or help these Government bodies in any way in which they can, with suggestions for the popular use of Radio and Film in the service of Democracy.

Chairman: Mr. H. W. Morrison, CBC. Members: Mr. Ross MacLean, Film Board; Col. Fairey, B.C.; Dr. E. P. Scarlett, Alta.; Dr. McKechnie, Sask.; Dr. Ira Dilworth, B.C.; Dr. Peacock, N.B.; Mr. Guy Henson, N.S.; Mr. Bramwell Chandler, P.E.I.

The next meeting of the Executive Committee is to be held on February 24th.

#### Constitution

The Constitution of "The Canadian Council of Education for Citizenship", as passed at the Executive meeting on January 13th, states the purpose of the Council, Name, Membership, and provides for an Executive Committee as already pointed out.

The only outstanding clause not already dealt with reads:

Provincial Councils: "Each Provincial Department of Education together with the Provincial Teachers' Association, or Associations, are to organize Provincial Councils along similar lines to the Canadian Council, to co-operate closely with that body; to decide on what forms of educational work are best suited in each province to realize the aims of the central council, and to advise the Executive as to the best method of co-ordinating their work with that of the Bureau of Public Information."

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## Our Flag

From "The Canadian Flag Day Book"  
W. EVERARD EDMONDS, M.A.

A NATION'S flag is something more than a patchwork of color on a piece of bunting. Its design and coloring have a history, and sometimes tell a story. Certainly this is so of the British flag. Perhaps, in all the world, there is no flag that bears upon its folds so interesting a story, or has its history so plainly written in its various colorings and markings as has our own Union Jack.

The original English flag was the banner of St. George, a red cross on a white ground. When England and Scotland were united under one sovereign in 1603, James I's new subjects south of the Tweed flew this English "jack"; but his Scottish subjects clung to the banner of St. Andrew—a white diagonal cross on a dark blue ground. Then, in 1606, to avoid confusion and misunderstanding, King James issued a proclamation authorizing the use of a "Flagge Union" on certain specified occasions; but it was not until the union of the parliaments of England and Scotland in Queen Anne's reign that the new flag was called by its present name.

Nearly a hundred years later, in 1801, the Irish parliament was merged into this Union parliament of Great Britain and a further addition was made to the flag. To the crosses of St. George and St. Andrew, with their grounds of white and blue, was added the cross of St. Patrick, a red diagonal cross on a white ground.

There we have the Union Jack as it is today, but there is one point about its growth that is well worth noting. "The history of these successive blendings shows most plainly that the triune flag arose not from union under one sovereign, but from legislative union under one parliament. The Union Jack, therefore, has become the emblem of the British constitution and the British race. It is now the symbol of loyalty to one sovereign and the existence of government under British parliamentary union; and therefore wherever displayed, it indicates the presence of British liberties and British law."

Our flag has come to us, then, not by way of strife and bloody revolution, but by union and co-operation. In the combination of the three crosses, due honor has been given to each of the banners of the three kingdoms, while the story of their union has been visualized in a manner at once beautiful and remarkable. The colors of the Union Jack are red, the emblem of courage; white, the emblem of purity; and blue, the emblem of truth. It is red with the blood of the heroes; it is blue with the blueness of the sea; it is white as the stainless soul of Justice, which it represents wherever it flies.

North and south and east and west it flies, over wide untenanted spaces and over crowded cities, over lands just emerging from barbarism and over ancient civilizations. On every continent it floats, over hundreds of tribes and races. Not a church nor faith is there without worship under the British flag, not a language among men which is not spoken somewhere 'neath its shadow. Above the broad veldt of South Africa, through the spacious bushlands of Australia, across the young provinces of the Dominion of Canada, over the forests of Newfoundland, and above the templed cities of India our flag floats, and wherever it floats, it is loved and cherished.

Why is this? We need not ask if we but remember what our flag flies for. It flies for the government of the people, by the people, and for the people. It flies for liberty to all who will use it and not abuse it. It flies for the honor of the

spoken and the written word. It flies for the spread of truth and peace throughout the world.

Such is the flag we honor today, and these are the things that it stands for. Surely as we gaze on its fair folds with its three crosses spelling out duty, service, and sacrifice, we do well believe with the poet that it is not only worthy of our love and reverence, but that it is beyond all peradventure "the best of flags on earth".

## War and the Classroom

T. C. SEGSWORTH, Lethbridge Collegiate  
2nd Lieut., 39th Battery, R.C.A. (R.F.)

DURING the past twelve months many a former pupil has come to me saying, "I wish I had taken Trigonometry when I was at Collegiate" or "If I had only taken another year I'd have taken logarithms."

Those of us connected with the Royal Artillery find that our N.C.O.'s are badly handicapped by possessing a very meagre working knowledge of elementary trigonometry. Many a bright N.C.O. is unable to carry out effectively his duties because he left school before arriving at this stage of mathematics.

I would in all sincerity suggest that the forward looking teacher of general mathematics consider the advisability of giving instruction in the use of logarithms to his Grade IX students. From there proceed to elementary trigonometry in so far as it relates to the right angled triangle. Only four functions, sine, cosine, tangent and cotangent need be stressed. All triangles should be solved by using log sines, log cosines or log tangents.

Here are a few typical problems: You are the battery commander's assistant. You are at the observation post and observe that the range from your position to a target is 2600 yards. The perpendicular distance from your position to the line from the guns to the target is 350 yards. Find the apex angle. or

You are the gun position assistant. You observe from the map that your battery is at an altitude of 980 feet. The range to the target is 3800 yards. The altitude of the target is 940 ft. What is the angle of sight? (the apex angle.) or

You are the command post assistant. A gun is 540 yards from your post in a direction of  $87^\circ$ . The angle of sight is  $1^\circ 20'$  depression. Find the east and north positions of the gun and the altitude if your position is 540 feet above sea level.

These are typical problems but they are the ones which cause difficulty to the average artilleryman.

Many experience difficulty in changing metric units to English units and vice versa. This is Grade IX science. But we do not, in that grade, use logarithms when solving problems involving a change from one system to the other. Other minor points of difficulty arise from the fact that our former students have forgotten that certain relationships exist when a transversal cuts two parallel straight lines. Another tough problem crops up when the gunner forgets that the external angle equals the sum of the two internal and opposite angles.

The artilleryman who is able to use a slide rule is the pride of his officers and the envy of his mates.

I am sure that if you consider enriching your general mathematics or even your general science course by introducing this phase of mathematics early in your high school program you will have the profound thanks of every artillery unit commander in Military District 13.

# Summary of Problems and Principles in the Scheduling of Teachers' Salaries

Report of Committee on Salaries of the National Education Association of the United States, July, 1940.

Summarized by T. D. BAKER, Edmonton

(In view of recent discussions on salary negotiation in Calgary, Edmonton and Lethbridge among representatives of the divisions in those areas, the report on "Problems and Principles in the Scheduling of Teachers' Salaries" is of interest. The following is a summary of its sections, greater detail being given to Sections II and VI of the report.)

THE committee has examined the extensive literature in the field of salary scheduling and has drafted a statement of principles to assist in efforts to improve existing salary arrangements.

## I. WHO SHOULD MAKE THE SALARY SCHEDULE?

The construction of teachers' salary schedules and the formulation of salary policies should be undertaken jointly by (1) classroom teachers—whose success and happiness depend upon the adequacy and fairness of salaries paid; (2) school administrators; (3) school board members—who must determine local educational policy; (4) interested laymen—representing the people who pay the bills and whose children receive the services of the teachers.

## II. THE PREPARATION SCHEDULE.

"The basic salary classification of teachers in public school systems should be determined by professional and academic qualifications regardless of the grade level of the pupils taught."

Salary differences between elementary and secondary school teachers are inherited from the time when teachers for the two types of schools were recruited from different sources and rendered different services, one to the aristocratic tradition, the other to the common people.

With a unified common school from kindergarten through high school and with recognition of the special importance of the early years of schooling, professional standards were raised and elementary education became a field for professional specialization. The principle of having no distinctions in salaries of elementary and high school teachers became established and in 1921 the N.E.A. affirmed its stand by resolution:

"We urge the adoption of a single salary schedule for all teachers in elementary and in high schools upon the basis of education, professional training, and successful experience."

In the preparation schedule basic salary classes are established in terms of levels of professional training and increments are provided for years of experience. The higher the qualifications the higher the salary, up to the limits set by the schedule. "The college graduate receives the salary scheduled for the college graduate, whether his teaching is done in the fourth grade or in the final year of high school."

Differentials are provided for certain positions that carry with them responsibilities and duties that are greater or more difficult than those of the ordinary classroom teacher who takes no part in the administration or supervision of the school.

Stated concretely a principal's salary would be estimated as: Basic salary plus increment for past experience plus increment for qualifications plus annual increment plus allowance for his administrative position.

The preparation schedule implies the acceptance of two basic assumptions:

1. The teaching of young children is as valuable to the community as the teaching of older children.

2. The amount of preparation the individual has for teaching is a sufficiently valid measure of a teacher's service to be used as a basis for salary classification.

Closely related to the above are:

1. Recognition of the full professional status of elementary-school teaching.
2. Encouragement of teachers to improve and to continue their professional training.
3. Elimination of the condition whereby an elementary teacher must seek promotion by preparing for high-school teaching.
4. The tendency to improve morale by unifying teachers into a single professional group with no stratified classes.

## III. EQUAL PAY FOR MEN AND WOMEN.

"Teachers of equivalent preparation, experience and teaching load should receive equal pay, regardless of sex."

The committee reviews an increasing number of departures from this principle in experiments with the payment of family bonuses wherein allowances for dependent children are available for women teachers as well as for men.

## IV. RATING AS RELATED TO SALARY PAYMENTS.

"The use of so-called efficiency ratings as a basis of salary awards is impractical and inadvisable in public education."

## V. EVALUATION OF TRAINING, EXPERIENCE AND TRAVEL.

"The relationship of professional and academic qualifications to the location of teachers on the salary scale should be clearly stated in the rules and regulations governing the operation of the schedule and regular appraisal should be made of individual teacher qualifications."

It is necessary to formulate some scheme for evaluating professional qualifications on the salary scale.

- (a) **Appraisal of training**—The committee reviews the question whether or not a degree should be required as opposed to years of training and summer school expressed in terms of credits. A number of school systems have taken a more defensible position (than requirement of a degree) and have stipulated the degree or its equivalent as a requirement, thereby allowing full credit for programs comparable in worth to those leading to a degree.
- (b) **Recognition of Travel**—Travel, in some systems, is granted recognition as a professional qualification, but its credit should be definitely limited.
- (c) **Evaluation of Experience.**

1. Considerable variation is found with regard to teachers from other school systems. Some boards give half credit for experience outside local schools; some give equal recognition; others leave the matter to administrative discretion. The plan adopted appears to be determined by economic expediency.
2. When a new schedule is initiated it is relatively easy to appraise the amount of training and assign classifications, but if full credit for experience is given the cost of operating the schedule may prove prohibitive. If the former schedule was administered equitably the simplest procedure is to advance teachers to that step on the new schedule which is next above their present level. If the former schedule has been suspended or disregarded, with injustices done to certain individuals it may be necessary to shorten the span of increments for some in order to iron out inequalities.

## VI. SALARY INCREMENTS.

"Provision should be made in a salary schedule for definitely announced salary increases to be awarded regularly at fixed intervals of time until a given maximum salary is reached."

A plan of payment to teachers is a "salary schedule"—"only as far as financially sound and administratively equitable policies concerning salary increments are established and observed."

Eventually, under ordinary operation, enough teachers in the higher brackets of the salary schedule leave the school system each year to offset the cost of regular salary increments for remaining teachers and the salaries of new appointees at the minimum. The budget under such circumstances is fairly stable and there are avoided fluctuations in the tax rate to which the public is especially sensitive. Any device which requires a consistent increase in salary budget and a corresponding rise in school taxes will meet with opposition.

Because of longer training periods, economic conditions, and contract legislation, the tenure of teachers is increased. This reduces the shifts in position relied upon in balancing school budgets. This may necessitate either an extended increment span in keeping with the average number of years of service, or an arrangement of increments related to the salary steps to provide the fairest possible distribution of the salary budget.

### (a) Should increments begin immediately or after a probationary period?

Most increments begin immediately because:

1. Most individuals improve markedly during their first year.
2. Minimum salaries are usually so low as to deter teachers from spending money on professional activities.
3. An increment is a form of recognition and gives the teacher a feeling of being successful.

Opposed to this are arguments for delayed increments:

1. Many individuals use teaching as a stepping stone.
2. Beginning teachers should be employed for a probationary period.
3. Adequate increments should be reserved for those who have served the school system for a period of years.

### (b) At what intervals should increments be granted?

Annual increments because:

1. They provide steady, uninterrupted improvement in salary status.
2. They are less disturbing to the tax rate than those provided at longer intervals when, unless increases are staggered so as to be equally heavy each year, the rise in the budget during increment years will appear marked.

### (c) Should increments be equal or graduated in size?

Of 150 salary schedules in 1936, 68% had uniform increments; 13% gave larger increases to teachers during early years of teaching; 15% gave larger increases in the upper brackets; 4% had other variations.

The committee appears to favor a plan with a short probationary period with relatively small increments; rapid advance to a salary well above the subsistence level, and thereafter gradually to reduce the size of increments as teachers approach the maximum. This would insure early in the career a professional standard of living and hold out some salary incentive for a relatively long period.

### (d) On what basis should increments be given?

1. Increments should be automatic.
2. Certain marginal cases require some control and boards may find it necessary to withhold annual increments from teachers whose services are not clearly satisfactory.

## VII. THE TEACHER'S STANDARD OF LIVING.

"Teachers' Salaries should be based in part on the cost of maintaining an appropriate standard of living."

"Other provisions of a salary schedule may be admirable, so far as equity of treatment and recognition of professional factors are concerned, but the schedule will not accomplish its purpose fully if the minimum and maximum salaries are too low. Unless teachers can maintain themselves and their families in dignity, on a plane of living that makes cultural growth possible, the children in the schools will be less well taught than they would be if salaries of teachers made a professional standard of living possible."

## Obituary

### MISS AMY BRUCE

AMY Edith Irene Bruce, of the Y.W.C.A., Calgary, at the Holy Cross Hospital after a brief illness, on December 15th, 1940. Miss Bruce obtained her education in Ontario and graduated from Toronto Normal School.

Mount Royal Public School was her first school in Calgary. Then she was transferred to Connaught School and was there from November 1, 1919, until 1920. For the next seven years she was in West China, at Chengtu, Chezwang Province. Here she taught the children of British and American bankers, doctors, missionaries, etc. Then she was back again at Connaught School in Calgary.

Miss Bruce worked for the school, the A.T.A., the community as though with inexhaustible energy. Her time and good judgment were ever in demand, whether in school or out of school by pupil, by another teacher, or some organization. The time cannot be remembered when she was not doing active work on the A.T.A. She was a member of the Overseas Club, the Business and Professional Women's Club, the League of Nation's Branch. She belonged to Wesley United

Church and for years was also a member of the choir. Her interests were extensive: education, politics, religion, etc.

Miss Bruce will live on in her pupils who thought her "so interesting and fair-minded". Calgary has been exceedingly fortunate in having the educational enrichment she contributed so generously.

### MISS MABEL EVANS

MABEL Muriel Evans of the Huntley Apartments, Calgary, on December 3rd, 1940. In 1938 Miss Evans' physician advised her to quit working and take a complete rest because of a serious heart condition. But she abhorred inactivity, and she had a will that served her purpose when all else was gone. By force of that will she taught until the end of June, 1940.

Miss Evans was born in England and obtained her education there. She taught in her home town before coming to Canada.

For fifteen years Miss Evans taught in the Forest Lawn School and was the principal during most of that time. Despite the large, difficult classes, sometimes 50 pupils, her inspectors' reports rated her as "excellent".

She was a member of the Overseas Club. She had widespread interests, but chiefly along political and educational lines.



# Teaching Citizenship in Schools

A Proposal put Forward by an Unofficial Committee of Ontario Teachers to the Canadian Council of Education  
for Citizenship\*

## Title of Series—"What We Are Fighting For—The Democratic Way."

### Aim—

To teach the theory and history of Democracy in terms which the average child of Grades VII to X can understand with a teacher's assistance. The pamphlets will be of value to public school teachers to be adapted by them for use in the lower grades. They will be of value to higher grades of High School with or without a teacher's assistance and for general reading. The theory of democracy will be illustrated by incidents from British history and definite contrasts will be made between the democratic way of life which prevails in Canada with that which prevails in the dictatorships, notably in Germany, Italy and Russia.

### Form—

A series of about twelve pamphlets will be prepared. These may be prefaced in each case with excerpts of poetry from the English, American and Greek classics, and excerpts from the great English political writers (John Stuart Mill, John Morley, Goldwin Smith, etc.). The pamphlets may be illustrated with line drawings and cartoons. These pamphlets may be published also as a bound volume.

### Chapter I—The Democratic Way.

The Democratic Way like Christianity and most of the great religions recognizes the worth of the individual. Our social institutions exist for the individual not the individual for the social institutions. The common man has the capacity to run his own affairs, be responsible for his own life and make decisions about community affairs. He may live as a free moral being, not as a mere passive recipient of propaganda.

In the international sphere we believe in the freedom of individuals. The brute force of large nations must be curbed. They must not brutally invade small nations.

### Chapter II—Canada as a Democracy.

We inherit the British tradition in our laws, our government and our common allegiance to the British crown. We have a peculiar function to harmonize the British and American democracies.

The growth from colony to Dominion.

The Empire a living example of free association not coercion.

### Chapter III—How We Govern Ourselves.

- (a) Responsible Government—the control by parliament of the executive—the Cabinet system.
- (b) The Function of Opposition—the merits of the two-party system—the right to free parties, not coerced and disciplined parties.
- (c) Elections—frequent, free, secret.
- (d) The rise of parliamentary rule and the extension of the suffrage to universal adult suffrage.

### Chapter IV—Equality before the Law.

The supremacy of law in British society—freedom from arbitrary arrest and molestation—the right to a fair trial.

Steps by which this has been achieved.

The equality of all people before the law, irrespective of birth, sex, race, and economic status.

A picture of the operation of the Canadian judicial system—civil and criminal law.

French Civil Law in the Province of Quebec.

### Chapter V—Freedom of Association.

Democracy characterized by organization of individuals in pursuit of a common good—churches, lodges, societies of various kinds.

Workers combine to protect their rights—collective bargaining.

The gradual gain in security for the worker.

(Quote Mackenzie King in "Industry and Humanity")

Growth of power of the community over arbitrary economic power (factory acts, labor legislation generally) checks on the power of the rich.

Co-operatives of all kinds; attempts to obtain better conditions of life, health, etc., through voluntary co-operation.

### Chapter VI—Freedom of the Press and of Speech.

Certain restrictions are always placed on these liberties to safeguard society from blasphemy, obscenity and sedition.

In British society the liberty of the press and of speech is definitely restricted in war-time but these liberties are nevertheless in our society.

The successful working of democracy depends upon free open debate of all public issues.

Opinions may be freely expressed from the public platform or in printed form.

### Chapter VII—Freedom of Worship.

Gradual abandonment of the idea that the state can enforce uniformity of religion, and of the idea that the church can control political affairs.

Growth of religious tolerance to non-Christians and to non-believers.

In a democracy men have beliefs about God which are theirs alone.

State recognizes freedom of conscience.

The persecution of religious groups in Russia and Germany.

### Chapter VIII—Racial Tolerance and Equality.

A scientific explanation of the term "race" as used by modern anthropologists.

British tolerance contrasted with the Nazi theory of race superiority.

No discrimination in employment and in education.

Even in India is growth towards tolerance.

The value of different racial cultures, languages, literature, customs in a modern democracy.

Canada a land of mixed populations.

### Chapter IX—Freedom of Education.

Democracy aims to teach truth not propaganda.

The necessity in a democracy of educated, thinking individuals.

The ideal of an equal educational opportunity for all Canadian boys and girls.

The freedom to think has created modern science and a literate and enlightened community fit for freemen.

### Chapter X—Dictatorship—the Great Illusion.

The apparent slowness and inefficiency of democracy.

The ultimate efficiency and stability of a government by consent rather than by coercion.

An historical survey of dictatorships and their downfall.

The corrupting influence of arbitrary power.

The tempter's voice, "Give me the power".

\*See page 6 of this issue.

The danger of surrendering to the enemy because victory seems difficult.

#### Chapter XI—What Democracy Means to You.

A recapitulation of some of the foregoing chapters showing the benefits to the average citizen of Democracy as opposed to totalitarian government.

Democracy leaves the individual free in his domestic activities and in his personal relations; a wife does not testify against a husband nor does a friend betray a friend to the secret police. The citizen is assured of the absolute privacy of the mails, the telephone and other means of personal communication.

Democracy leaves the artist free to express his thoughts and feelings as he chooses and leaves the individual to determine the use of his own leisure.

Democracy offers women opportunities equal to men.

Democracy respects the human person and refuses to use torture and violence.

#### Chapter XII—Responsibility of the Citizen in a Democracy.

The necessity of enquiring into civic and national affairs as much as the circumstances of life will permit.

Willingness to work through the party system, and to keep your party democratic in its operation.

A readiness to express ideas in the interest of the common good, through speech and press.

A readiness to use opportunities for self-improvement afforded by society.

A training of yourself for a vocation in which you will be self-supporting and in which you can render your best service to society.

A willingness to pay in full all taxes imposed.

A readiness to do your part in the present war effort.

#### Chapter XIII—How Can We Make Democracy Work.

Democracy is an evolving thing which is never perfectly achieved.

Depends on the social-mindedness of the individual. The discipline must live with the individual.

Implies a willingness to elect leaders, be loyal to them, and change them when necessary.

Implies at the same time a willingness to submit to the will of the majority and a willingness to respect the rights of minorities.

Implies an educated free individual aware of the society in which he lives.

## It's Your Magazine

—One Rural Teacher Does Her Bit—

Mr. John W. Barnett,  
Imperial Bank Building,  
Edmonton, Alberta.

Dear Sir:

I have benefited greatly from many of the articles published in our A.T.A. Magazine, and look forward to the monthly issues.

Are the teachers expected to contribute articles or information for the Magazine? If so, I thought this composition of mine on patriotism, would be appropriate, especially in such trying times. You might read it, together with the enclosed stanza, and see if it is worthy of being printed.

Yours respectfully,

NORAH K. LYONS.

#### PATRIOTISM

*Patriotism is defined to be the love of one's country.*

THERE are many reasons why a country's glory should be the pride of its people. Its interest should be their care, its history and the principles on which its government is founded should be the subject of their love.

People should learn from childhood that they should protect and preserve their country to the utmost. To cherish their country is not a mere instinct, it is a principle derived from the knowledge of its history, its constitutions and its laws.

Daniel Webster says: "Let our object be our country, our whole country, and nothing but our country; and by the blessing of God may that country itself become a vast and splendid monument, not of oppression and terror, but of wisdom, of peace and of liberty, upon which the world may gaze with admiration forever."

All men are created equal. All people are endowed with certain rights, such as life, liberty and pursuit of happiness.

In order to derive their just rights, governments are instituted among men, and if these become destructive, the people have a right to alter or abolish them, and to institute a new government for the just rights and peace of the people.

It is the duty of king or government to secure to every man his liberty, reputation, and property by the execution of good laws. No man can be trusted as a public officer, who is dishonest in private life. "Honesty is the best policy" for nations as well as individuals.

The truth to remember at all times and especially now, is the truth that the hope of a nation is not in its forms of government nor in the wisdom and equity of its executive, nor in the justice of its administration, so much as in the elevation and redemption of individual character among its people.

Today the world is facing one of the greatest crises in history. Thousands have gone to their deaths in fighting for their homes and country. Can anything be nobler than what our men are doing today? They are fighting for a just and noble cause and their names will not be forgotten in the hearts and homes of their countrymen.

*Great God! We thank Thee for this home,  
This bounteous birthland of the free,  
Where wonders from afar may come,  
And breathe the air of Liberty.  
Still may her powers untrampled spring,  
Her harvests wave, her cities rise,  
And yet, till Time shall fold his wing,  
Remain earth's loveliest Paradise.*

KINDLY MENTION THE A.T.A. MAGAZINE

Where visiting  
Teachers  
DINE  
and meet their  
friends

THE  
**SHASTA**

Completely Remodelled and Modernized



# Progress in Saskatchewan

C.T.F. BULLETIN No. 6

Addressed to Every Canadian Teacher.

In his very able Annual Report, Secretary G. D. Eamer of the Saskatchewan Teachers' Federation gives encouraging statistics on salaries in the long-suffering province of Saskatchewan. The average of teacher-salaries in the non-urban superintendencies ranges from \$714 in the Meadow Lake area to \$857 in the Saskatoon East area. A handsome list of salary increases adds up to more than \$360,000 in non-city areas, with some 2500 teachers participating. To enjoy the full meaning of the statement we need to remember that in 1938 the median of all teacher-salaries in Saskatchewan was about \$560. The courage of the teachers' organization and of its leaders is getting results. Without that organization and leadership the demoralization of educational service would have gone on unchecked.

There is, of course, a darker side to the picture. No fewer than 3800 school districts are on a "protected list"; which at present means in effect that under the Temporary Special Powers Act the teachers are prevented from recovering arrears of salaries from these districts by lawsuit.

"Our latest figures", adds Mr. Eamer, "show only 96 schools given permission to contract at less than \$700. However, many of these have had to pay \$700 as teachers have refused to take schools at less than that figure."

The Rental Racket, as might be expected, has reared its head in Saskatchewan, but is being attacked with vigor. For the uninitiated let us explain that a school board which finds itself compelled to employ a teacher at the \$700 minimum not infrequently recoups itself by charging \$15 or \$20 per month rent for a meagre, primitive structure known (only by courtesy) as a teacherage. In May 1940 a joint committee of teacher and trustee representatives set \$5 per month as a maximum equitable charge for rent, fuel and light.

"Exhibit of Young Men's Board of Trade—" The cover of the *S.T.F. Bulletin* for February is adorned with a cut showing a recent store-window display in Saskatoon. The second half of the legend we have just quoted reads: "—in observance of National Education Week". Portraits of their Majesties, books, posters and various other appropriate items make up an attractive and striking window-display. This collaboration between the city teachers and the Young Men's Board of Trade is such a happy inspiration that we feel it deserves the fullest publicity. One of the posters, by the way, reads: **Democracy Begins With You.** The young men, at least, admit that there may be a vital relationship between education and the values for which we are fighting.

**Some Aspects of Democracy.** Before leaving the prairies we are going to lift from Mr. F. R. Bolton's Presidential Address the following quotation on social security, ascribed to B. K. Sandwell of *Saturday Night*:

"My reason for saying that it (social security for the workers) must come is that in my belief it will be impossible for a nation's capitalists, who are not sufficiently numerous to defend the nation with their own bodies, to induce the workers to carry out that defence with their own bodies by any other means. In England the whole nation is now in arms against Germany. That whole nation would have to share the miseries of defeat if defeat should come. But it is equally necessary that the whole nation should share the fruits of victory. You cannot tell a man today that he is indispensable for the defense of the country, and tomorrow that he is so completely dispensable that nobody is going to bother about providing him with a job. You cannot tell a man that it is his duty to fight in order that Englishmen may enjoy their possessions undisturbed, and at the same time leave him no posses-

sions which he himself can enjoy, not even the privilege of exchanging his labor for his livelihood."

And Mr. Bolton adds:

"That is the reason social and economic reforms must be made or provided for now so that our young soldiers will have greater incentives to fight so that our workers will have greater incentives to work like the English night and day if necessary. Then when the war is won our people will look to the future with courage and confidence."

Thanks, Mr. Bolton of Saskatchewan. It means, fellow-teachers, that the realists have come right out in the open and have begun to talk horse-sense about the social and economic implications of democracy. Let us take heart and do the same!

**Democracy and the Child.** When a huge, geographically diverse area like Canada is united into a single political and economic unit, with individual enterprise as the accepted way of life, no amount of democratic procedure will share the wealth equally. Fiscal policies will operate, as they always do, to draw money out of the areas of primary production and salt it down in areas of industrial production; and the problem of the individual breadwinner is to make or find a place in the system at which he can cut off a slice of bread thick enough for his dependents. We may concede that for the adult population this freedom of vocation and enterprise is preferable to regimentation of the Fascist type, provided that our economy is so geared as to eliminate perpetual rod-riding from the list of most-available vocations. But we have a duty to the children. If we mean anything more than lip-service by our talk of Democracy, we must resolve that opportunity and training shall be provided to every child. Otherwise the whole weight of things-as-they-are lies upon his shoulders to make and keep him an under-dog.

Now let us see two factors which bear upon this problem of providing opportunity and training for the Canadian child.

## I. Who is raising the Children? (Year 1937)

In P.E.I.	100 adults support 36.6 children of school age.
In N.S.	100 adults support 37.8 children of school age.
In N.B.	100 adults support 44.4 children of school age.
In Que.	100 adults support 45.6 children of school age.
In Ont.	100 adults support 29.7 children of school age.
In Man.	100 adults support 35.2 children of school age.
In Sask.	100 adults support 43.8 children of school age.
In Alta.	100 adults support 38.1 children of school age.
In B.C.	100 adults support 24.2 children of school age.

The above figures are offered as an approximation only; they are the best available until a new census is made. The word **Adult** should be interpreted as a person aged 26+, and **school age** as from 6 to 15 years.

Here is a simple biological factor which has never received due consideration, or in fact any consideration at all. Granted that children are a valuable national asset, and that education is good for children, how can we avoid the conclusion that the nation should subsidize the educational service in such provinces as New Brunswick, Quebec and Saskatchewan?

## II. On What Do They Raise the Children? (Year 1938)

Each Canadian school-child is backed by \$1246 net production
Each B.C. school-child is backed by \$1901 net production
Each Ont. school-child is backed by \$1853 net production
Each Alta. school-child is backed by \$1221 net production
Each Man. school-child is backed by \$ 992 net production
Each Que. school-child is backed by \$ 979 net production
Each N.S. school-child is backed by \$ 842 net production
Each N.B. school-child is backed by \$ 656 net production
Each Sask. school-child is backed by \$ 619 net production
Each P.E.I. school-child is backed by \$ 594 net production

Little wonder, then, that British Columbia and Ontario can provide schooling at a level comparable with the best in the English-speaking world, while certain others lag behind among the hill-billies and cotton-pickers.

That the remedy lies partly within the provinces is proved by the stirring developments we have noticed in Saskatchewan. But it is equally clear that the responsibility for providing Canadian children with opportunity and training lies partly with the Dominion as a whole. In 1938 the National Income was \$4,130,000,000 (*Financial Post* estimate). Of this something like 4% was spent through Provincial and Local bodies upon Education, (and about 5%, we believe, on alcoholic liquors). An additional one per cent collected and distributed through Federal Grants-in-Aid, a sum of \$40,000,000, would be sufficient—and no more than sufficient—to bring our educational offering to the Canadian child within sight of 20th century standards. And when we reach that shining goal, our country will be ploughing in some 5 per cent of its annual income in order to raise an intelligent, competent new generation for the service and preservation of our democratic society. It does not seem too much.

#### Prosperity.

Extract from the Ontario S.S.T.F. Bulletin.

"Do you remember the long years during which we were constantly being reminded that prosperity was just around the corner? With the push afforded by a world war, prosperity has at last made that corner. One cannot in these days pick up a newspaper or magazine without seeing some evidence of the great industrial boom which is taking place. Here are a few instances taken from the section called 'Business Indicators' in the *Financial Post* of October 19, 1940. In each case the periods compared are January 1 to date of publication in the years 1939 and 1940:

Carloadings—up 11%. C.P.R. Net Revenue—up 151.4%. Pig Iron Production—up 74%. Passenger Cars: Domestic Sales up 20.2%. Trucks and Buses: Domestic Sales up 20.6%. Factory Output up 105.5%. Construction: Contracts awarded up 64%. Imports—up 54%. Exports—up 36.5%."

According to the same authority, under date of September 28, 1940, the increases for nine large and representative Canadian industries are as follows:

Industry	No. of Employees	Wage Rates	
	Per Cent Increase	Per Cent Increase	
Forgings .....	14.1%	19.1%	
War Supply .....	25%	20%	
Big Steel .....	57%	10%	
Ventilating Equipment ..	50%	17.5%	

**The Larger Unit.** In the Vegreville (Alberta) Division, all text-books and supplies up to and including Grade IX are now provided free to the child by the Divisional Board. The text-books are loaned from year to year.

In the neighboring Lamont Division, which takes in a large part of a "goitre area" a ten-day treatment of thyroid tablets is provided annually for every school child.

**More Indignation.** Thanks to a friendly scout on Vancouver Island, we had the pleasure of reading and answering a recent editorial in the Victoria (B.C.) *Colonist*. It had the same tone of pained surprise which you may have noticed in the *Ottawa Journal* last month, and based the same argument upon the same \$140,000,000. We believe that a real service can be rendered to Education by bringing such newspaper items to the attention of the C.T.F. Publicity Department. We are closely in touch with the research work of the C.T.F. and can usually think out or dig out an effective reply. You can help us by mailing clippings to the undersigned c/o Alberta Teachers' Association, Imperial Bank Building, Edmonton.

B. BATTLE AXE.

## An American Educationist Speaks Out ♦

Why do we desire to aid Britain? It is not because we want to fight the battles of British imperialism. It is because the continuance and fuller realization of the British tradition of liberty and political democracy, actually moving in the stress of war toward social democracy, is of inestimable importance to the world. It is because, through British victory, we desire to see the liberation of France and of the smaller democratic countries of Europe. It is because we desire no less the liberation of the peoples of the totalitarian countries themselves. It is because we want to protect ourselves against external and internal threats to our democratic ideals and institutions. It is because we see in the destruction of the dictatorships the only hope for that economic and political integration of the great natural regions of the earth on bases of justice and cultural autonomy and freedom that alone can afford the foundation for a stable world peace.

It is as clear as day then (or should be to any discerning person) that when we aid England in the present war, we aid ourselves. Adequate aid involves the risk of war, but that is a risk we must take if we would be intelligent. The British are making every sacrifice. This aid should be given without expectation of repayment. We should not forget the hypocrisy that has entered into consideration of the payments of the loans made by us to the Allies in the first World War. Some politicians who exploited the war debts for domestic political purposes were abysmally ignorant as to what the payment of these debts would mean. Some were not ignorant but downright hypocritical. For there was only one way in which the debts could be paid, and that was in goods and services. We did not want the manufactured goods of European nations to be dumped on our markets; this was equivalent to saying we did not want the debts paid. Away with all of this hypocrisy!

Tesse H. Newlan in *Frontiers of Democracy*.

## THE A.T.A. LIBRARY

The following books have recently been added to the A.T.A. Library and may be obtained on request:

**Social Studies in the Primary Grades** by Grace E. Storm.

**Welsh Border Country** by P. Thoresby Jones.

**A Poetry Speaking Anthology, Book III** by Adams, Gullan, Crossdell, and Gurrey.

**Choral Speaking** by Marjorie Gullan.

**Principles and Techniques for Directing the Learning of Typewriting** by Odell and Stuart.

**Mental Hygiene, A Manual for Teachers** by Griffin, Laycock, and Line.

**History of the Ukraine** by D. Doroshenko.

**Teachers for Democracy, 4th Yearbook** of the John Dewey Society.

**Mathematics and the Imagination** by Kasner & Newman.

**Guidance in the Secondary School** by Hamrin & Erickson.

**Principles of Health Education** by Clair Turner.

**Teaching Nutrition to Boys and Girls** by Mary Rose.

**Modern Europe Explained** by W. R. McAuliffe.

**The World Since 1914** by Walter Langsam.

Please note that the Library pays both outgoing and return postage when the books are sent to the borrowers.



# TEA KETTLE INN

*Calgary's Different Restaurant*

220 SEVENTH AVE. W. - OPPOSITE "THE BAY"

# Parlez-Vous Français?

H. C. CLARK, M.A., Edmonton

THERE are over five hundred teachers in the Province of Alberta who are teaching French. Unfortunately, no figures are available as to the number who can speak French. However it is a safe guess to make that there are relatively more teachers teaching French who cannot speak French than there are teachers of typing who cannot type or teachers of physics who cannot "phys". The situation is particularly serious in the case of Grade IX French, which is a purely oral course.

To become aware of a serious situation is the first step towards finding a solution for it, and fortunately steps have been taken which, we hope, will be helpful. It is proposed to hold a second session of the Banff French Summer School, August 11th to 30th inclusive. This three weeks' course will provide an opportunity for teachers of French to brush up on the spoken language and will enable teachers to see the direct method of teaching French used by an expert.

As was stated in *The A.T.A. Magazine* of last October, a group of twenty teachers of French was organized under the leadership of the Calgary French Teachers' Association last year and met in Banff for a two weeks' session in August. Professor A. L. Cru, Head of the Department of French, Teachers College, Columbia University, was persuaded to come west after the Summer Session at Columbia was ended. Professor Cru is second to none as a demonstrator of the teaching of French by the direct method. He is genial, witty, full of fire and enthusiasm, and no one could observe his methods without being thoroughly inspired by his technique. Two demonstration classes, one of beginners and the other of advanced students, made marvellous progress under his method of instruction.

The Executive Committee of the Banff French Summer School has made arrangements with the University of Alberta to have the French School form a department of the Banff School of Fine Arts. Mr. Donald Cameron, director of the School was so helpful to the French group last year that it was felt advisable for 1941 to have this co-operation on an official basis. A measure of autonomy is left to the Executive of the French Summer School in the matter of choice of professors, organization of courses, number enrolled and fees set, subject to the approval of the University authorities.

For the 1941 session the Executive of the French Summer School has been fortunate in securing again the services of Professor Cru as head of the instructional staff. Madame Poirier, a teacher of French at Lincoln Private School of New York City, will be his assistant. Madame Poirier who was present at Banff last year and who assisted Professor Cru, is engaged in post-graduate work at Columbia University. A native of Brittany, France, Madame Poirier is an excellent teacher of pronunciation, diction and French conversation.

Arrangements for board and room have been made for a minimum of 30 students. Board with dormitory accommodation will be provided for a limited number at \$30 for the three weeks' term. For those who wish more privacy, a number of bungalows will be rented with accommodation at somewhat additional cost. It is proposed to have French-speaking "house-mothers" in these bungalows, who will help with language difficulties, stimulate conversation, etc. A central "maison française" will be provided, open to all stu-

dents of the school for evening lectures, conferences, social gatherings and so on.

Dining-room facilities will be provided in the Masonic Hall and excellent board will be provided at reasonable rates. It is imperative that all members of the French Summer School eat together, as meal times form an excellent opportunity to converse in French. For those wishing to make their own plans for accommodation, cabins and the camp grounds furnish additional facilities. And of course if you have a car by all means bring it, as the Summer School isn't all work. Excursions to the various beauty spots around Banff will be arranged for, the only stipulation being of course that everybody talks French.

The tuition costs of the course will be \$30. It is expected that a minimum of 30 students will enroll; if this number is exceeded to any great extent another instructor will be obtained. The dominant idea is that the classes must be kept small so that individual attention may be given to each student and each student shall actively participate in the work of the course. Two demonstration classes will be provided, a class of beginners who have just completed Grade VIII and a class of more advanced students. Teachers attending the school who have children of suitable ages, may make arrangements for them to enroll in the demonstration classes. A special rate has been set for their board and accommodation.

## Programme de l'Ecole Française à Banff (du 11 au 30 août 1941)

- 9.00-9.35—  
Classe de démonstration avec les commençants. M. Cru.
- 9.35-9.55—  
Chansons françaises pour tout le monde. M. Cru.
- 9.55-10.30—  
(a) Classe de démonstration avec des élèves avancés, M. Cru.  
(b) Classe de diction, Mme. Poirier.
- 10.30-10.45—  
Récréation.
- 10.45-11.30—  
(a) Lecture expliquée, M. Cru.  
(b) Classe de diction, Mme. Poirier.
- 11.30-12.15—  
(a) Civilisation française, Mme. Poirier.  
(b) Lecture expliquée, M. Cru.  
Bibliothèque dans une salle attenante pour ceux qui n'assistent pas à toutes les classes.
- 2.00-3.00—  
Lundi, mercredi et vendredi—  
Conversation en groupes.
- 2.00-4.00—  
Mardi et jeudi.  
Réunion à l'école pour ceux qui veulent organiser un cercle français, préparer des saynètes ou des comédies et des jeux.  
Samedi et dimanche libres.  
Quatre discours le soir sur la France par M. Cru et Mme. Poirier.

Those who plan to attend the French Summer School are asked to register early as there is a limit to the number of applications which may be accepted. Please address all communications to the Secretary, Miss Margaret Shanks, Montrose Place, Calgary.



## A Minute of Fun with Edmonton Normal Graduates



**F**RIENDS, we're on our way to read and write together in a jolly sort of way. This column is not to be made of cold, hard facts about him nor her nor you. Oh, no! It is to be filled to overflowing with news of the friendliest sort—the kind that warms the soul for many a day—makes life more worth living. Let the news of stress and strain come to us elsewhere than this chosen bright spot.



Do you know Stanley Roberts? He didn't give his year but—he now is—

Pte. Stanley Roberts, M. 49855,  
4th Petrol Division,  
Mewata Barracks,  
Calgary, Alberta.

He says he "loves"—reveille at 6 a.m., P.T. before breakfast, squad drill, kitchen fatigue and roll call at 10 p.m. especially. We would gather from his letter that the school room is **not** such a burden after all.

If all the graduates  
Were like **ONE** graduate  
What grand graduates you would be!

Why? I'll tell you. He read last month's wee notice of a promising column coming soon—and he wrote to us. Yes, he was the only one. Thanks Stan.

Now how about you—pen and paper is handy right now, yes **WRITE NOW**. What about? Why, comical situations that you have found yourself in or found someone else in. Give us all a good laugh. We'd love it. That is if you don't mind. Reminds me of—

### SUNSHINE

When a bit of sunshine hits ye,  
After passing of a cloud;  
When a fit of laughter gits ye  
And ye'r spine is feelin' proud.

Don't forget to up and fling it  
At a soul that's feelin' blue,  
For the minit that ye sling it  
It's a boomerang to you.

—Capt. Jack Crawford.

How about those classroom howlers. This one was overheard in Grade I recently:

Jimmy: "Oh! Miss Brown, I know where God lives."

Miss Brown: "You do?"

Jimmy: "Uh-huh, in our bathroom."

Miss Brown: "Your bathroom?"

Jimmy: "Yes, Miss Brown, I heard Daddy this morning say, 'God, hurry out of the bathroom'."

Now it is up to you, **you** and **YOU**.

After having such a good time at the Xmas Dance wouldn't you like a "get together" at Easter. Let us know your views on the matter.

I wish you could have a sound recording of some executive meetings.

### WERE YOU AWARE THAT—

Bertha Lawrence, Class '29 is in London with the WAAC.

Ruth Evans, Class '31 isn't Evans any more but Mrs. Blake MacKenzie. He is overseas with the RCAF.

Margaret Grierson, Class '33 isn't Grierson any more though she didn't change her last initial. She is Mrs. Gamble living in Winnipeg. Her husband is with the RCAF there.

Several more are to be added to this list soon.

Dave Wright, Class '29 is in training at Fingal, Ontario, as a student navigator in the RCAF.

Rogers Wright, Class '30 is with the Edmonton Regiment.

C. W. Gallimore, Class '29 has a commission with the South Alberta Regiment.

### From a Pixie's Pelf

"I have found that most people are about as happy as they make up their minds to be."

—Abraham Lincoln.

And as Pixie says—

"About as helpful too."

## For Your Scrapbook

10148 112th Street,  
Edmonton, Alberta,  
February 22, 1941.

Mr. J. W. Barnett,  
General Secretary A.T.A.,  
Edmonton, Alberta.  
Dear Mr. Barnett:

At our Calgary Convention last year Dr. W. Carson Ryan concluded his speech with a poem entitled "Twigs" which impressed me very much. Through the kindness of Dr. McSwain, I was able to get a copy of it.

I know a number of teachers who would like to have the poem, and so I am sending it in for publication as I feel that there are many more who would enjoy reading it.

Sincerely yours,  
Mrs. WILLIAM KOSTASH.

### TWIGS



'Tis an amazing thing to see  
The topmost twigs of a growing tree  
Look down with freshly-wooded scorn  
On the boughs by which they are upborne,  
Below, beneath contempt is sunk  
The twigless, mid-Victorian trunk.  
As for the twigs, how should they know  
There must be roots for them to grow?  
"We twigs are life, are all", they say;  
"We are the world, we are Today."  
This talk of root and rootbough tough  
And tribal myth of branch—old stuff!"  
The tree minds not the little dears;  
It has had twigs in previous years.



# HOME *and* SCHOOL

Editor: Dr. H. E. SMITH,  
College of Education, University of Alberta

Increased interest is being shown throughout the Province in Home and School organizations. In keeping with this spirit your Executive decided to open a section in *The A.T.A. Magazine* to acquaint teachers with the objects, ideals, and operations of Home and School associations. Dr. H. E. Smith has consented to act as editor, and judging by the start made this section will prove a valuable addition to our Magazine. On behalf of the Alberta teachers, the Executive extends its good wishes to this movement.

RAYMOND E. SHAUL.

ONE sign of vitality in education hereabouts is the quickening interest in school and home relationships. In Calgary and points south this interest has already grown into a full-bodied enthusiasm. Teachers, parents and administrative officers alike unanimously advocate co-operation. Some of them are evangelical—positively militant—in spreading the gospel of a community-based educational enterprise. Home and School associations are numerous and vital.

This column, unlike some of us persons, has a mission in life. Its ambition is to act as a clearing house for ideas from any source whatever—city, town, country—concerning professional and lay co-operation in education. It acknowledges at the outset a violent prejudice against teacher isolationism in education; against the narrow, squeaky, hole-in-the-wall, esoteric notion of teacher function. It is profoundly suspicious of teachers who are afraid of parents, or indifferent to, or intolerant of, or high-hattish toward, the citizens of the community. It believes that, wonderful as such teachers may be in the classroom, they are doing the Lord's work with one hand in a sling, and under a kind of mental black-out. It is convinced that to do a good modern job of child training you must know your children, and to know your children you must know the homes from which they come. This seems axiomatic in the most dignified Euclidian tradition.

But this column is not niggardly in its prejudices. It holds as mischievous, ignorant, and undesirable all persons who criticize teachers or curricula or procedures on the basis of hearsay, without knowing the facts and circumstances. It dislikes laymen, whether doctors, ministers, plump businessmen, or stream-lined club women, who presume to expertise in educational affairs on the flimsy basis of success in another vocation. In short, it believes that teachers working in the stuffy, air-tight compartment of the schoolroom are poor educators; that laymen laboring under a handicap of misinformation and of idle childish gossip are poor educational assistants; but that, on the contrary, teachers and laymen, working together with a common purpose, enjoying a mutual understanding and sympathy, and with some conception of the supplementary nature of their respective educational functions, can do a fairly decent, perhaps even a remarkably fine job in training the state's future citizens.

\* \* \*

These matters being thus disposed of, this column now wishes to make its bow to its reading public. This it does with a bit of a flourish, having already secured the tentative blessing of certain persons high in the educational world. Our

Minister of Education wishes it to be known that he is very much interested in the Home and School Association work and, if the press of sessional business permits, will have a word for us in the next issue. We are grateful for his support.

Dr. S. R. Laycock, of the Faculty of Education, University of Saskatchewan, sends us his greetings. Professor Laycock may well be called the Dean of Home and School association work in Saskatchewan and in neighboring provinces. He has written extensively and wisely on many phases of co-operative effort in education. Here is his note:

"We, in the Home and School Movement in Saskatchewan, very gladly send greetings to those interested in similar work in our sister province of Alberta.

"We are interested in home-and-school-co-operation because we believe that the aim of the modern school is to promote the growth and development of children—physically, socially, emotionally and intellectually. We believe that the objective of education is to help children to develop into wholesome personalities and high-grade citizens. In this task teachers have partners whether they relish the idea or not. These partners are the parents. Parents and teachers must come to know and understand one another and to develop a common policy. Home and School Associations exist for that purpose.

"In Saskatchewan we believe that a Home and School Club is not an organization to run the school, not a community club whose function is to hear lectures on India or China or to hold whist drives and dances. It is not a ladies' aid to buy school supplies for the principal. Rather, it is a study club organized not to discuss international affairs or problems of Canadian agriculture but to study how best to promote the growth and development of children.

"The very enlightened view of education which you hold and which has resulted in your enterprise education, your larger units of administration and your other reforms should result in a rapid growth of organized parent-teacher co-operation. We wish you every success."

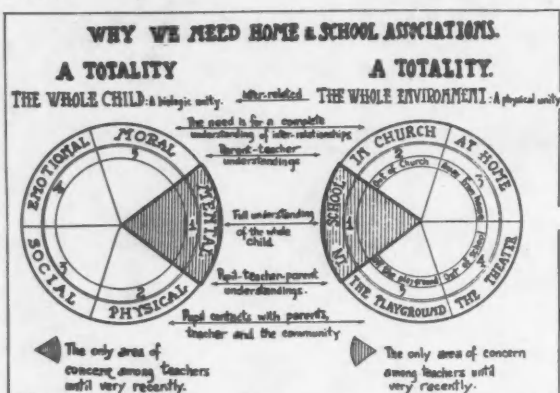
(Signed) S. R. LAYCOCK,  
President, The Saskatchewan  
Federation of Home and School Clubs.

Thanks, Sir, we are glad to be associated with you.

Mrs. A. M. Curtis, Calgary, director of organization and extension work for the Alberta Federation of Home and School Associations, speaking for the Federation, endorses and approves the action of the A.T.A. executive in opening this column. With the greater publicity made possible through these pages the rich experience of the Federation, gained in its twelve years of fruitful activity, should become more generally available throughout the province. From time to time we shall discuss purposes, promotion techniques, legitimate activities, and sources of study material in connection with Home and School work as exemplified in the Federation programs, or as embodied in experiments going forward independently, for the time being, of the Federation. Mrs. Curtis is always glad to place the services of her committee at the disposal of anyone interested in Home and School work.

Finally, our thanks go to your A.T.A. president and his executive. It was agreed that Alberta schools now have curricula with wonderful educational possibilities, a theory of education that invites both pupils and teachers into a new educational freedom, and a body of teachers with growing competence to translate theory into sensible practice. It was realized, however, that the schools must ultimately have the endorsement and support of the public. In its progressivism the school may easily find itself out on a limb. From this it follows that teachers and parents must grow in vision and in understanding together. Some agency for bringing home and school into closer association in all parts of the province was indicated, to wit, a Home and School Association in every community. This column dedicates itself therefore to the promotion of the home and school association idea.

We have just received a splendid article from Mr. A. Doucette of the Edmonton Normal School staff on the why's, how's, and whereof's of Home and School Associations. With canny discretion we are reserving most of this against our next issue to which you will look forward. With his characteristic flair for vividness of presentation, Mr. Doucette gives us this diagram. It will repay the most careful examination.



Keep this in your mind's eye as you read his paragraph on "Why Organize a Home and School Association?"

Not many years ago teachers would have considered they had no need of parents to assist them in the education of children, and that parents would be a detriment rather than a help in contributing to smoother class management. Parents, it is true, are not school teachers, but no one would fail to admit that they have a teaching function. Parents are often more modern in the direct understanding of the biologic theory of education than are many teachers. Parents have ever been interested in the whole child even though they may not have been directly responsible for the teaching of the three R's. The parents' interest has always been one of concern over the physical, mental, emotional, social, moral, and intellectual life of the child. Today the school must consider its function as paralleling that of the home; it must broaden its concept of education beyond the implanting of skills and of knowledge in the child. And here we must admit the parents into the picture because of their possible contribution toward a fuller understanding of the whole life of the child.

#### • NOTES AND COMMENTS •

The Garneau (elementary and intermediate) school in Edmonton organized an association in November of last year. Its program calls for some three general meetings per year, the major activities centering in study groups. Thus far three study groups have been formed—one for Division I

teachers and parents, one for Division II, and one for the Intermediate School. Three group leaders were chosen from amongst the parents, and already the groups are meeting regularly twice per month for study purposes. It was decided that a good beginning would be made in getting acquainted with the programs of study, particularly with the statements of principles of education, of objectives, and of general procedures. It is anticipated that the groups will move presently to the study of more general community interests, such as—well, you may think of some problems that such groups could study with profit. Send your suggestions in. Mrs. W. J. McLeod, Mrs. R. L. Anderson, and Mrs. W. P. Calhoun report excellent meetings with lively discussion.

We are informed that West Jasper Place school has a flourishing association. May we have some details as to set-up, purposes, and procedures?

Intimations have come to us that Westmount School in Edmonton is incubating plans for an organization. This column will be glad at any time to record births.

Here is a question you might ponder and write to us about: What are the first steps in getting an association started? Should the principal, or the staff, or parents take the initiative? Would it be wise for a small committee of parents and teachers to meet first, work out the general policies, and make careful preparations for the first general meeting? Should the association concentrate upon entertainment, or study, or pink teas, or whist drives, or what have you? Drop us a line about these points.

Finally, let us record our own personal and private conviction that home and school associations should not and need not in any way encroach upon the field of existing organizations, such as Community Leagues, Adult Education Associations, and the like. In this vale of darkness we have need of light and leadership from many sources.

## CORRESPONDENCE

WAR SAVINGS COMMITTEE  
(NORTHERN ALBERTA)

Shasta Building,  
Edmonton, Alberta,

John W. Barnett, Esq.,  
Alberta Teachers' Association,  
Edmonton.

February 14th, 1941.

Dear Mr. Barnett:

We are very anxious to obtain your assistance in bringing the War Savings Campaign to the attention of the teachers throughout the Province. It is realized, of course, that they must be familiar with the Scheme in a general way but we would like them to consider the advisability of making definite commitments. The simplest method would be for each teacher to assign a certain amount of each pay cheque and so obtain the War Savings Certificates through the paying authority. This would be particularly appropriate with the larger Divisions.

It is not, of course, necessary to say anything about the merits of the War Savings Certificates themselves. Everyone realizes that the Government needs money and that it is a patriotic duty and a National necessity for all of us to contribute up to the limit of our capacity. However it can well be said that the certificates are from every point of view the very best security available to people of moderate means. For every \$4.00 invested they receive \$5.00 in 7½ years. This is the equivalent of 3% compounded. The security is the Dominion of Canada. In comparison with Dominion of Canada bonds, they have the advantage of not be-



ing subject to a fluctuating market. For young people who are looking forward to educating children it is the soundest of savings schemes, while older people who are looking forward to retirement can provide themselves with a good nest egg.

May I again solicit your co-operation and the co-operation of your Association?

Yours sincerely, H. R. MILNER,  
Chairman, Northern Alberta.

#### RE: WE TEACH NEW CANADIANS

Editor,  
The A.T.A. Magazine,  
Edmonton, Alberta.  
Derwent, Alberta,  
February 18, 1941.

Sir: Please permit me to say a few things regarding the articles "We Teach New Canadians", by Ida N. Vyse, B.A., Calgary, in the February issue.

I do not know whether Ukrainians are the first of the series on New Canadians or that they have been singled out as a topic of destructive criticism. In either case, the article, as it is written, will not build a spirit of mutual friendliness among the various nationalities. I have visited Ukrainian communities from Montreal to Vancouver and have never seen or heard of some of the things written by the author as she quotes Charles H. Young.

To begin with it is absurd to discuss the present day Ukrainian Canadians in the light of twenty or more years back. It must be generally admitted that Ukrainians have made tremendous progress in all phases of life. The author points out the weak points of the Ukrainians as if they were the only race possessing any. Let us consider some of the statements in the article: Registration of births. It is true that in Ukraine the minister who baptizes the child looked after the registration. However it is erroneous to assume that present day generation (Canadian Ukrainians, rather than Ukrainian Canadians) would be ignorant of the Canadian regulation. The information might have been valuable thirty of forty years ago when the immigrants could not read or write English but certainly not today when a large majority can read and write English.

The general "attitude" problems are as outdated as the ladies' old fashioned hoop-skirts. The use of herbs and occult practices are a thing of the past. The present generation knows nothing and wants to know nothing of them. Cupping and bleeding had been practiced in the Old Country where there was an extreme lack of professional medical service. At present the number of Ukrainian doctors is gradually increasing and the above practices are practically non-existent. A case of a patient having fifty cups put on is a very unusual one and it certainly does not mean that Ukrainians in general resort to cupping. Personally, I have never seen it done. Charles H. Young disclosed the height of his ignorance about the Ukrainians when he stated that Ukrainians "make a drink out of slough weeds for colds" and I am indeed surprised at the author quoting it. However, although untrue, the statement is a good one when one wants to belittle a people. Speaking of superstitions, if you can beat the Old Country Irishmen you are going some!

The district in which I am teaching is an average one. The people welcomed with great pleasure the nurse of the Two Hills School Division, who went to the homes to give advice. No mention of preference to herbs or occult practices was even hinted at. More and more well-to-do farmers drive thirty miles to the nearest dentist to have their children's teeth examined or fixed. The poorest mothers go to distant hospitals to give birth to a child. The author mentions a midwife "who is just some neighborly housewife who is generally without training." May I ask who is supposed to give the training in midwifery? Is the gov-



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# GREYHOUND

ernment offering courses in it? Has the government distributed some educational literature on this topic? Or am I, a single man-teacher, to hold classes with the district women and give a course on midwifery? Please advise. The author further quotes: "No preparations are made for the child and little is done for it after it arrives." It appears that the object of Mr. Young and Ida N. Vyse who quotes him is to bring the Ukrainians down to the level of the animals. Very informative! It is indeed a mystery how these "uncared for" children grow up to be men and women and strong enough to serve willingly in the Canadian army. Miss Vyse further quotes Mr. Young, "attributing undue proportions of abdominal diseases among the women not only to the frequent pregnancies but also to the lack of rest . . ." The author quotes it for the teachers to read. For what purpose? Are we, the teachers, to go about in the community and preach about birth control? This is going too far. Miss Vyse either drifted away from the object of her article or I am not fulfilling my duties in the community.

Cleanliness is a personal quality. It would be stupid to say that some nationality, generally speaking, is untidy or insanitary. I have had English-speaking neighbors whose house was by far dirtier than my bachelor's "abode" and I certainly would not set them as an example for the Ukrainians! Nevertheless it would be extremely foolish on my part to judge the rest of the English people by this one family.

The Ukrainians do not resort to their national foods exclusively. True enough, and naturally so, they delight in their national food but they have learnt and use the recipes for

other foods as well. Quoting Mr. Young again Miss Vyse writes about the Ukrainians, ". . . but as a rule in the poorer homes, and most of them are poor, the diet is confined to one or two soups . . ." Poverty is no disgrace. Nor do I think that Ukrainians only are poor. Poverty exists among all nationalities. Therefore all people eat according to their means. If people can afford a larger variety of food they certainly do so, irrespective of their nationality. The above-mentioned English-speaking family fed a threshing crew on potatoes, turnips, tea and bread. Perhaps they were too poor to afford anything more. But the individual case does not mean that all English speaking people live on potatoes, turnips and tea. So, attributing shortage in variety of foods to some nationality is puerile.

Summing up Ida N. Vyse's article: I do not hesitate to state that the authoress either drifted away from the object of her writing or had as her purpose to belittle the Ukrainians and did so by using C. H. Young's book, "Ukrainian Canadians" as reference. It is evident that C. H. Young is grossly ignorant of the Ukrainian people in Canada. As it is written, the article is a destructive criticism of the Ukrainian people in Canada and will certainly not develop a spirit of good will between the Ukrainians and the other Canadians. If the authoress was aiming at introducing the Ukrainian people to the teaching body she could describe the beautiful Ukrainian churches, community Halls, costumes, folk dances and beautiful Ukrainian songs. Surely it would be more informative.

Fraternally yours,  
S. A. SKLEPOWICH.

## The Rowell-Sirois Report ◆

### PART II.

ARTHUR ALLEN, M.A.

**T**HOUGH the conference called to consider this report did not achieve any action, still the recommendations are important, and no doubt the problems dealt with in the report will have to be met, and so it is still worth while to know the proposed solutions.

#### Public Finance.

Two possibilities are put forward here:

1. The official recommendation of the report;
2. A plan to be followed if the recommendations of the report are not accepted.

**Plan 1.** All provincial debts (direct debts, and debts guaranteed by the provinces) should be assumed by the Dominion—and the provinces are to pay over an annual sum equal to interest received on their profitable investments.

National adjustment grants, to be made annually by the Dominion to the provinces, and subject to revision every five years. These grants are to be based on proved fiscal needs of the provinces, not according to population.

Initial grants are to start at—P.E.I. \$750,000. N.S. \$800,000. N.B. \$1,500,000, Quebec \$8,000,000, Ontario, none, Manitoba \$2,100,000, Saskatchewan \$1,750,000, Alberta none, B.C. none. There is some interest in these figures, in view of the fact that the premiers of the three provinces which were to receive no grant were the three who objected to the plan.

The provinces and municipalities are to withdraw from the following tax fields—personal income tax, corporation tax and succession duties. The Dominion should make special emergency grants to meet abnormal conditions such as the drought on the prairies.

**Plan 2.** The alternative provides for the Dominion to take over the cost of unemployment relief, with the present finan-

cial set-up unchanged. It is not recommended in the report, but will serve as a stop-gap.

#### Municipal Finance.

Extension of municipal boundaries and pooling of costs, and co-ordination of police, health, and other services.

Matters such as education, roads, and social welfare should be to a major degree the responsibility of the province. Crown properties used for commercial purposes should be subject to municipal taxation.

Provinces should have power to legislate on municipal debts. It is suggested that the provinces assume municipal debts, just as the Dominion should assume provincial debts.

#### Taxation.

Sales taxes are condemned, and the report recommends that these be "gradually replaced by revenue derived from two main types of progressive taxation—personal income tax, and succession duties".

#### Union of Certain Provinces.

Government administrative costs are comparatively small, and there would be little saving in provincial amalgamation. There is a recommendation for the establishment of a single court of appeal for the prairie provinces, and one for the Maritimes.

#### Overlapping and Duplication between province and Dominion.

**Agriculture**—Present co-operation between the Dominion and provinces is satisfactory, but the Dominion should withdraw from many activities in experimental farming.

There should be only one collecting agency for income tax, even if the present system is continued.

The R.C.M.P. should take over provincial service in B.C., Ontario, and Quebec, as they have in other provinces.

**Transportation**—There is need for common authority over rail and road transport, and co-operation between Dominion and Provinces to prevent wasteful investment and to protect the interests of railways. There is need for planning and research in the field of transportation.

# Which is Better--Differentiation or Integration?

HARRY LOBAY, Craigend

WITH the New Programme of Studies for the Elementary School we are faced with a greater integration of studies in the Basic Human Need outline than in the differentiation 1936 course that held Enterprise, Social Studies, Elementary Science and Health separately which many teachers taught as separate subjects.

In this new outline we have "The Grid" which we could grind at any angle we see fit to the needs of the children and the environment of the school, but still some teachers reflect it with this sidelight on the new course. "I am working on Topic 6 in the Enterprise and sure is so and so in a place like this. Topic 6 has (a) Recreation, (b) Expression, (c) Government and Health, and our material is nil. Enterprise doesn't seem to have as much meaning as I thought it had." This struck me very hard and so I decided to reply on this.

"Now look here", I answered, "you follow my way and if you find it more meaningful acknowledge it". So here is what to do with the Grid if you do or you don't understand how to utilize it economically.

Since I'm working with only Grade VI of Division II and Grades up to X, I am directing the Grade VI class with greater thought-provoking problems than I would had I all the grades of the Division. As we have carried out three enterprises this school term I find it best to study a Basic Human Need from the three section, i.e. vertically. In that way the class gets a central core of the study as "a whole" and every scope or phase of "Need" is studied then. We are not going to limit ourselves only to one point in the study of a "Need" because the pupil will want to know everything possible about a thing once he starts on it.

Here is my outline of a study of a Basic Human Need "WORK" which I propose to a similar type of school. This study correlates Social Studies, Science, Health, Art, Literature, Language in the four problems studied. This is only tentative and could be modified as to facilities of the school Library.

The outcomes of the Enterprise have been dealt with so many times in past issues of this magazine that it need not be repeated similarly here, though this could be easily done by anyone needing it by making a survey of the Problems.

## "WORK"

### Initiation of Enterprise.

Discussion of Basic Human Needs. It was learned in the previous study on Food and Transportation, that people must work to make success in life. Also, that people are engaged in different kinds of work is determined by environment and ability. It is because we work that we can live in the community. Meaning of work—explains why people in rural areas live longer than in cities.

Mental and Physical work. Work in relation to Health; producing happiness and contentment. How one learns to work well—Observation, Experimentation and Education. How work is Interdependent. There is interdependence in every phase of life, even between plants and animals.

### Problems:—

1. Occupations of people from Primitive times on.
2. Work in relation to Health.
3. How Science has influenced work.
4. Work in Modern Industries.

## PROBLEM 1. OCCUPATIONS OF PEOPLE FROM PRIMITIVE TIMES

### Studies to Make:

1. Varied occupations of man as to his environment—Activities of people in Alberta:

Environment	Occupation
Water	Fishing
Plain	Farming
Mountains	Mining
Forest	Lumbering
Animals	Hunting
Factories	Manufacturing

2. The limited environment in Primitive Times; labor was not so differentiated, specialized. With growth of interdependence work became more complex.
3. Contributions of the Primitive People. Life in Egypt.
4. Development of cooks, farmers, hunters, priests, chiefs, soldiers, merchants, craftsmen.
5. Work on the Manor, Monastery.
6. Study of North American Indians; Aztecs—Mexico; Incas—Peru; Mayas—Central America.
7. Work on a plantation—Cotton, Rubber, Rice, Sugar Beet.
8. Topographical and Climatic factors which influence living in selected areas.
9. Natural Resources of a Country. Five Natural divisions of Canada.
10. Interdependence of workers: Farmers and city dwellers; Agricultural and Industrial nations.

### Jobs to Do:

1. Scenes of Occupations of man throughout the world.
2. Make an animated map to show occupations in Alberta.
3. Physical features map of Canada—natural divisions—Occupations of people influenced by topography.
4. Write on "Workers in Many Lands".
5. Songs, Stories.
6. Make figure drawings of animals used by man in his work.
7. Report on: Animals sought by trapper and hunter—muskrat, coyote, weasel, moose.
8. Report on: Champlain the Colonizer.
9. The workers of Feudal Days.
10. Picture Study—The Sower, Angelus. Read—Tubal Cain, Book VI.

## PROBLEM II.—WORK IN RELATION TO HEALTH

### Studies to Make:

1. Good physical health is essential towards good mental health producing happiness and contentment.
2. Effect of work on the body. e.g., Development of muscles, increased pulse, consumption of food, wastes.
3. How man adjusts his food to his occupation: the food of the office worker, the farmer, the explorer, etc.
4. Health Problems: disease among workers. Study vitamins.
5. First aid of accidents—Sprains, cuts, nose bleeds, burns, etc.
6. Health hazards in various occupations.
7. Health and safety of workers; some public health regulations that protect workers. Insurance Companies, Compensation.

### 8. Health Heroes:

Hippocrates—Father of Medicine.  
 Vesalius—wrote the first book on anatomy.  
 William Harvey—discovered circulation of blood.  
 Leeuwenhoek—made the first microscope.  
 Jenner discovered vaccination.  
 Florence Nightingale—began the training of nurses.  
 Pasteur—discovered that germs cause disease.  
 J. Lister—improved surgery.  
 Dr. Koch—study growth of bacteria.  
 M. Curie—discovered Radium.  
 Dr. Banting—discovered insulin for treatment of diabetes.  
 Roentgen—the X-ray.  
 Metchnikoff—Understood the work of white corpuscles.  
 Rou and Behring—discovered diphtheria antitoxin.  
 W. Reed—found that mosquitoes cause yellow fever.

### 9. Study of the Eye—essential for work.

### 10. Cleanliness and neatness essential in varied occupations.

#### Jobs to Do:

1. Plan diets for people in different occupations.
2. Experiments—test for starch, proteins, fats.
3. Eye Chart.
4. Health Posters—on foods, etc.
5. Safety First Rules.

### PROBLEM III. HOW SCIENCE HAS INFLUENCED WORK

#### Studies to Make:

1. To make living easier and to raise standards of living. Inventions took part in this. Early tools.
2. As aids to work, simple machines were invented. Development of the six essential machines by Primitive and early civilized man:
  - (a) Lever or pry to move heavy stones.
  - (b) Wedge to split large logs.
  - (c) Inclined Plane or slope to move stones in building Pyramids.
  - (d) Wheel and axle—Grindstone, Spinning wheel.
  - (e) Pulley—to hoist up sails—Phoenicians.
  - (f) The Screw—Olive press of Romans, Printing press.
3. How science has improved all kinds of work. e.g. Farming—Inventions of Machinery.
4. Study soils.
5. The Seasons.
6. Factors which influence plant growth.
7. Factors which influence the climate.
8. Study types of clouds.
9. How these conditions influence work.
10. Stories of Early Scientists—Archimedes, etc.

#### Jobs to Do:

1. Make drawings or model of simple machines; a windlass.
2. Collect pictures of farm implements.
3. Experiments with soils.
4. Sun dial to tell time.

### 5. Map of the world—showing winds, surface features, zones.

### 6. Make drawings to explain the cause of rains.

### 7. Write original stories, poems.

### PROBLEM IV. WORK IN MODERN INDUSTRIES

#### Studies to Make:

1. What are industries?
2. Study Industrial nations as compared to agricultural nation.
3. Class or kinds of people in modern industries.
4. Reasons for variety of tasks in modern life; mechanization of industry; modern inventions and discovery, discovery and utilization of new mineral deposits, higher standards of living, rapid transportation and communication.
5. Evolution of power: human (slaves in Egypt) constructing Pyramids; Human—treadmill, animal—ploughing; winds—mills for pumping water; water wheel—mills.
6. Development of power in furthering the world's work; Hydro-electric, coal, oil, gas (Alberta).
7. Sun as the source of Energy.
8. Alberta's Natural Resources which provide work for her people.
9. Study the stages in converting raw materials into finished products; e.g., ore to automobile.
10. Factories engaged in Modern Industries. e.g., Ford factory engaged in making airplane parts.

#### Jobs to Do:

1. Report on: the Gold Rush or An Oil well blows in.
2. Make charts or booklets on: Uses of Iron, or Story of Oil under six problems such as:
  - (a) What is oil and how do we get it.
  - (b) The story of oil.
  - (c) Where oil is found.
  - (d) How is it treated?
  - (e) How is oil sold?
  - (f) What are the uses of oil?
3. Art—Made in Alberta Goods.
4. Make model of blast furnace (cardboard) or oil derrick.
5. Using a chart, trace the types of power back to the sun; Locomotive using coal; automobile using gasoline from Turner Valley.
6. Collect and mount pictures of modern skyscrapers, modern war industries.
7. Read stories from "Diagnostic Reading Workbooks"—Looking ahead for Grade VI, Unit 4. This workbook is very good for silent reading material and could be obtained from F. E. Osborne, Calgary. Read—Story of Petroleum Grade VI.



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# Manipulation---Not Metaphysics

## THE NEED OF THE GRADE XII PHYSICS COURSE

R. V. CLARK, B.Sc., Edmonton

THE redistribution of the subject matter of physical science between the first and final years of the High School has produced certain anomalies which were probably not foreseen by the revisionists.

In the first place, because the old Grade XII Mechanics course was deemed too difficult and not sufficiently practical for the student about to graduate from High School, it was demathematized and offered to the Grade X students. Secondly, because the problems in Heat, particularly those dealing with calorimetry, were too difficult for Grade X students, that topic was offered together with Magnetism and Electricity to the Grade XII classes.

The result of this "remboulement", which might have been anticipated, is that the Physics I course is still too difficult, whilst the Grade XII course, if not too easy, is to say the least a light diet to offer the senior science student.

In the Physics I course, the attempt to demathematize the Mechanics part only results in reducing the number of problems to which the principles can be applied. This reduces but does not simplify the course. For example, the study of Newton's Second Law of Motion without its application to numerous problems, does not simplify it, but leaves it, for the majority of students, still one of the unsolved mysteries of science.

It would seem that the Grade X student has suffered a serious loss. He has been deprived of the fascinating experimental work in magnetism and electricity, which used to have a great appeal for the younger students, and he has been given a devalitized course in mechanics as a substitute. The sections on Sound and Light are perhaps some compensation, although the latter topic, by its very nature, can never be much more than a series of geometrical exercises.

Now it is evident that a poorly apprehended Physics I course will not carry any serious consequences either for the teacher or the student during the high school period. The Grade XII course, dealing as it does with wave-motion phenomena, does not demand a good grounding in the elementary course. The one point where there is an important contact between the two courses is in the relation between mechanical units of force, work, and power, and the corresponding electrical and heat units. It will almost certainly be found that there is no carry-over from Grade X to Grade XII in this phase of the work, and in any case it is sufficiently important to require thorough reteaching in Grade XII. But heaven help the present generation of students when they reach University and their meagre grounding in Newtonian mechanics becomes apparent!

For the Grade XII course in Physics we know very well what the intention of the revisionists was. This was to be a practical course in electricity, a course in which budding young radio and television fans in our schools were to be given their innings and a chance to bring out the best that was in them. In any case, even for the feminine majority in our high school classes, a knowledge of how this electrically-run world of ours operates was rightly deemed highly desirable.

### Laboratory Work vs. Reference Books

The essential pity of it is that the compulsory laboratory course was put on only to be immediately dropped. That there is a certain amount of laboratory work being done in our Physics classes is not to be denied, but the fact remains that few teachers will be able to justify the expense of in-

dividual laboratory equipment to their school boards unless it is required by the Department of Education.

Now it is always easier to substitute words for deeds; so we have the spectacle of our Grade XII students being offered the metaphysics of Eddington and Jeans, if they care to take it, as a substitute for a practical course in electricity.

It is surprising that more teachers who have been trained in the scientific spirit and who have striven to pass on something of the spirit of Bacon, Newton and Dalton to their young charges should not have demurred at this heresy. That these novices in the cult of science, these young aspirants who have only just begun to apprehend the meaning of causality, should have thrust into their hands such an iconoclastic work as Eddington's *Nature of the Physical World*, which lays a desecrating axe at the very roots of scientific materialism, is surely a matter of very serious import.

As C. E. M. Joad says in his *Guide to Philosophy*, "The experiments of science are conducted on the assumption that the universe, or at any rate that aspect of it which science studies, is like a gigantic piece of machinery in which each event is the cause of its necessary and predictable results." And further, "The assumptions of Mechanisms are, indeed, necessary to the whole procedure of science. . . . Nor can science abandon these assumptions when it tackles the problems of life and mind."

It is all very well for men like Eddington and Jeans to become sceptical. They have gone through the scientific mill and know perfectly well that as a method of studying the universe scientific materialism is not only valid but essential. For them to revert to the philosophy of Kant is merely an exercise in metaphysical speculation, but to place such a philosophy in the hands of immature students is to invite a revolt against the whole procedures of science. Such students may very well refuse to read a thermometer because the thing lacks objective reality, or to accept the evidence of an experiment because they have learned to doubt the doctrine of causality.

The works of Eddington and Jeans, no doubt, are a lot cheaper than essential electrical equipment, but as a means of developing the scientific attitude, which is the avowed purpose of our science courses, they are definitely subversive.

Now the only reason why this will not be taken seriously is because every teacher knows that there is not the faintest chance of more than one student in a thousand reading, let alone understanding, either Eddington or Jeans, particularly the former. It is a pity, however, that someone with a penchant for metaphysics should have been allowed to clutter up our supplementary reading course in Physics II with books whose only appeal to High School students could be a smug sense of satisfaction in having tackled a book which is completely unintelligible to the general public.

As a substitute I would recommend, first, a compulsory laboratory course in Grade XII Physics, and then, if the student has any time left over, *The Bases of Modern Science*, by J. W. N. Sullivan (Pelican Books), *From Galileo to Cosmic Rays* by Lemon (a very readable and well illustrated book just released by the University of Chicago Press), and finally any good biography of Michael Faraday.

**Editor's Note:** The whole question of Grade XII laboratory work in the Sciences is raised in an article in The Math-Sci Corner, elsewhere in this issue.

## The Broadening of Human Consciousness

HENRI DE SAVOYE, B.A., L.L.B.

A WOUNDED dog lies helpless at the foot of a tree. A crow is perched on the tree. A man comes along. What are the reactions of the tree, of the crow, of the man? The tree stands by, unmoved. The crow scents flesh on which to feed. The man is moved to compassion.

Man is a world in himself; his microcosm reflects the macrocosm. Just as his pre-natal life recapitulates the evolution of the bodies, so his own mental evolution pictures the different degrees of mentality in the universe. At his origin, when his infant mind was still embryonic, he was mentally inert. With a developed mentality he passed through the stage of egotism: everything for himself. In his most advanced representatives he has now reached the stage of love: he for all.

The next paragraphs analyze the last two phases of the evolution of human consciousness.

The first impact from outside that causes a vibration in a human being brings about a sensation; it is the awakening of consciousness, as consciousness is but a reaction to an impact.

Self-consciousness comes as an after-process; it is the realization of the difference between the self and the impact; it is created by a thought and therefore is brought about by the entry of the mind into play.

The result of self-consciousness is the concept of separation; the inner being feels apart from the outer world; it is the self that asserts himself against the not-self. This is the birth of individuality.

For a long time that state of affairs remains; it is the cause of all struggles, between individuals as between nations. It comes to an end only when the individual feels one with the group, and he can feel one with the group only when he

realizes that a common source of life animates all beings.

This broadening of human attitude, from elementary consciousness to self-consciousness and then to the vision of unity, constitutes the evolution of the mind; as there is an evolution of the mind as well as of the body. The body evolves through physical impacts and the mind through mental impacts, which means by going through life; it is by living that we learn how to live.

Since we are particularly interested here with children, we shall remark that the life of children consists essentially of play and that therefore a child learns more of the fundamentals of life through his games than from the admonitions of his master. This fact is well known. A boy who is a member of a team will never be a success unless he thinks of his side and not of himself. It is on the playground that he learns to work for a larger self than his small individual self.

Not only does the child acquire on the playground the sense of discipline, not only does he learn to accept the leadership of the more capable, but it is there that he begins to broaden his vision, to perceive a goal of life enlarged from the self to the whole.

There is no doubt that it is the lack of a broader outlook on life that is responsible for the weakness of nations. In the complicated web of modern societies each individual often thinks only of his own advantages, forgetting that his personal success is bound to the success of the community, and must therefore always remain subservient to it.

This is exactly the lesson that the boy learns on the baseball or football field, where the defeat of the team spells the defeat of all its members. Then as his mind grows stronger and can grasp larger vistas, the boy, after having merged his individual hopes and interests into the hopes and interests of his team, will successively hear the call of his city, of his province, of his country, of his continent, and at last of humanity as a whole.

## Practical Applications of Science

WILLIAM J. HUNT, Calgary

In a recent article relative to the making of school inks by students, several types of inks were mentioned, and formulae modified for purposes of economy, were discussed. It should be understood however that the modification was rather extensive, and as such would preclude the use of some of the inks, under circumstances other than those mentioned. If for instance a record type of ink, suitable for storage, were to be made, that is to say a standard ink to be used at any time, the following formula might be more suitable:

Tannic Acid .....	23.4 grams
Gallic Acid Crystals .....	7.7 grams
Ferrous Sulphate .....	30.0 grams
Dilute Hydrochloric Acid .....	25.0 grams
Phenol .....	1.0 grams
Soluble Blue 2BX .....	10.0 grams
Water to make .....	1 Liter at 20 C.

Here as in most formulae "water" means distilled water, or as a second choice rain water. Dilute hydrochloric acid means in this case a ten per cent solution, and since the acid as usually sold is in a concentrated form, i.e. containing about 36 per cent of hydrogen chloride gas, it will be necessary to dilute 100 parts by weight of the concentrated acid with 260 parts, also by weight, of the water.

To make the ink, dissolve the tannic and gallic acids in about 400 milliliters of water at a temperature of about 50 C. Dissolve the ferrous sulphate in about 200 milliliters of warm water, to which has been added the required amount of hydrochloric acid. In another 200 milliliters of warm water dissolve the dye. Mix the three solutions, and add the phenol. Rinse each of the vessels in which the solutions were made,

with a small quantity of water, using the rinsings to make the volume of ink up to 1 liter, at room temperature. Mix the ink well before bottling, and if it is to be stored, fill the bottle to the top, corking tightly.

It may be noticed in passing, that the dye used in the above formula is Soluble Blue 2B Extra, or 2 B.X. for short. It is necessary to use a dye of this kind where hydrochloric acid is used, to prevent deterioration. This dye may be secured from Harrisons & Crosfield of Calgary or Edmonton, but is somewhat expensive.

In most schools not all ink is used for writing, since through accidents of one kind or another a certain amount is bound to be spilled, with dire results to school floors, furniture, and possibly unfortunate students. With this in mind, and to provide a means whereby ink stains may for the most part be removed, a bleaching fluid may be made by science students. The most suitable bleaching fluid, and an easy one to make, is what is usually referred to as Javel water.

To make Javel water, dissolve one pound of bleaching powder, usually spoken of as chloride of lime, in one and a half gallons of water. Then dissolve one pound of soda ash, which is essentially the same thing as sodium carbonate or washing soda, in 1½ gallons of moderately warm water. Mix these solutions thoroughly, and allow to settle over night. Finally siphon off the clear liquid, which may be bottled and stored in a cool dark place.

To eradicate ink spots on floors, etc., where water will not injure the finish, simply apply some of the Javel water with a cloth, allowing it to stand for a while. Ink spots on clothes may be also bleached with this chlorine type solution, provided that the material is cotton, and that the solution is carefully rinsed out of the fabric after bleaching is completed.



# The Math.-Sci. Corner

E.D.M. WILLIAMS, Sc.M.  
EDMONTON

STANLEY CLARKE, M.A.  
TWO HILLS

The editors welcome this month two contributions from teachers who have problems on their minds. Mr. John Hohol recounts his experience with a bad case of "fractionitis", and wonders how much time he can spare for such trouble-shooting. Mr. A. J. Heywood speaks for a group of science teachers who are concerned about an increased emphasis, in practice, on laboratory work in Grade XII.

It is in this way that this Corner fulfils one of its functions—to serve as a forum for the problems of classroom teaching. Your comments on these two offerings, and your discussion of your own problems, solved and unsolved, have a place in the Corner.

## A VENTURE IN REMEDIAL ARITHMETIC

By JOHN HOHOL, Ipsas

I have read the Math-Science corner avidly since its inception and have found it very interesting. Since it is supposed to be a clearing house for problems which arise in the teaching of the new curriculum, I wish to submit an account of a difficulty or two which I have experienced in my classroom; the methods used to solve them, and the ensuing results.

I would like to find out the opinion of other teachers who are in a situation similar to mine, which is teaching in a one-roomed school with eight grades and 41 pupils, with characters and ability and willingness to work as widely diversified as their appearances. I have found that remedial treatment in Mathematics, Science, or any other subject may be extremely effective in one case, but barren of results in the next ten or twelve. As I have also discovered that remedial work is absorbing most of my school day, I am wondering whether it is justifiable to have individual pupils, who need a lot of special help, use up a lot of my time which would otherwise be used in getting along with the course?

At the beginning of the year, for instance, I tested my Grade VI pupils in fractions. One of them was completely in the dark with very simple fractions. For illustration, he was not able to subtract  $\frac{1}{4}$  from  $\frac{1}{2}$ , could not multiply  $\frac{1}{2} \times \frac{1}{3}$ , etc. Being in the third year of his division, his inability to handle that phase of work was very puzzling, especially as he showed unusual promise in the rest of the subjects.

His explanation was that he had never been able to understand fractions; so I set myself to overcome that handicap. I did not keep him after school hours, because he would have regarded that as a punishment, and it is difficult to teach a child anything when he is under the impression that he is a culprit. I used class time, treating the whole thing as a game, and as informally as possible challenging him to a race with fractions, to which he had given quite a start. He entered readily into the spirit of the thing, I started right from fundamentals, and by the use of pieces of paper, chalk, and diagrams on the board, I gave him a concrete foundation upon which he has built a thorough and complete knowledge of fractions, to the level which his grade requires. However, I used several hours a day for several days with him alone, and this caused me to do some thinking, considering that there are the other grades to take care of.

## Continuity in the Activity Programme

Another thing which is puzzling me and quite a number of teachers of my acquaintance is this—I have found that in the activity procedure it is very difficult to preserve a definite relationship and continuity in the various phases of the integrated programme. As science is included in, and constitutes an important part of it, I feel I am justified in bringing this question up in this column. In many cases, a set of facts entirely unrelated to each other or to any previous work, but essential to the pupils' knowledge, are unearthed by them in their enterprise work.

Well, come on all you teachers, who rise with boundless hope and courage in the morning, and retire with a broken spirit and a headache after four, and send in your opinions. We are given the privilege to use this column, and we should make full use of the opportunity.

## GRADE XII—LABORATORY COURSES

By A. J. HEYWOOD, Edmonton

Following a discussion in the Science Section of the Edmonton High School Teachers' Fall Convention, it was decided to investigate the possibility of making Physics II, Biology II and Chemistry II courses more uniform in respect to laboratory courses and the values assigned thereto.

In Physics II the departmental regulations state that the prescribed course shall include "demonstrations by the teacher, experiments by the students and supplementary reading".

"The following experiments as listed by reference to paragraph numbers, are to be performed by the student—Nos. 194-5, 200, 202, 206, 212, 215, 217, 224, 236, 256, magnetizing a steel needle and determining its polarity, 456, 459, 461, 474, 480, 510, 536, 539, winding an electro-magnet, wiring a bell to operate from either of two switches, 562, 566, assembling a dissected motor, 601"—not fewer than fifteen experiments to be performed and records in good form are to be prepared.

The regulations in Biology II are similarly quite definite. "At least two periods per week must be reserved for this work. Each student is required to keep a record book showing the laboratory work which he has performed during the year, with descriptive drawings, explanations and a statement of results. The teacher will grade this work and certify its performance."

In Chemistry II the following experiments are required of all pupils: Ex. 8, 9, 10, 13, 15, 16, 17, 21, 22, 25 and 32 (Experiment (i) only), 33, 34, 35, 37, 38, 40, 41, 43, 46, 50, 51 and 52—twenty-five experiments in all. Teachers are to grade the work of candidates and the maximum mark (15) is to be granted only to pupils completing the course. Candidates will be required to secure pass standing on the laboratory work as well as on the examination in the theory.

In conformity with these regulations, the teacher may now recommend that a *bona fide* student be given up to a 15-mark maximum toward his final mark. This privilege, however, is granted only in the Chemistry II laboratory course. There is no counterpart in either Physics II or Biology II.

Several factors make it difficult for the rigid enforcement of the laboratory requirements in respect to the two last-named subjects.

1. The cost of apparatus is almost prohibitive for the proper equipment of rural school laboratories.

2. In urban centres the experimental work is being carried out successfully by the rotation of experiments in respect to students—the students working in two's and no two groups doing the same experiment simultaneously, since equipment is a limiting factor.

3. Pupils question the importance of the laboratory courses in Physics II and Biology II, since the "15-mark value" is not attached. The incentive is not as great as in the Chemistry II course.

With these remarks as a preamble we submit the following questionnaire with the hope that it will stimulate action in leading to a discussion at the A.G.M. by virtue of resolutions submitted:

1. Should the 15-mark value now allotted to Chemistry II laboratory course be eliminated?

2. Should a 15-mark value be assigned to Physics II and to Biology II laboratory courses?

3. Are the 15 experiments in Physics II equivalent to 25 in Chemistry II?

4. Are the Physics II laboratory experiments feasible in rural schools?

5. Would a laboratory manual for the student in Physics II or Biology II be beneficial?

6. Should accredited schools be given the opportunity of recommending up to a maximum value of 15 marks in Physics II and Biology II courses?

7. Have you other suggestions as to how these science courses may be placed more on a parity?

Questions or suggestions will be gladly received by your A.T.A. office, Imperial Bank Building, or by the Edmonton

Physics II Committee, A. J. Heywood, Chairman, 11137 82nd Avenue, Edmonton.

**Editor's Note:** On another page of this issue, Mr. R. V. Clark raises a pertinent and related question on Physics I and Physics II, under the title "Manipulation—Not Metaphysics." A further question may be appropriate at this point: what are the primary aims and objectives of a laboratory course—to practise manipulation of apparatus, to learn visually and manually (as well as aurally) the factual material of the course, to see something of the experimental method in operation, to help to make clear the difference between experimental observations and the theory which attempts to explain them, to learn that measurement is an inexact process at best, or what? Which of these, or which others, are being reached in our present courses, do you think?

#### SCIENCE PUBLICATIONS

Listed by T. C. Segsworth, Lethbridge

**Chemcraft Science Magazine, 50c**—Porter Chemical Co., Hagerstown, Md. Eight times a year. Good for Science Clubs.

**The Science Teacher, \$1.25**—201 N. School St., Normal, Ill. Quarterly. Chiefly articles on Science teaching in Senior High School.

**Science Counsellor, \$2.00**—Eight times a year. "For teachers of Science in Catholic High Schools." Duquesne University, Pittsburgh, Pa.

**School Science and Mathematics, \$3.00**—10 copies yearly. 450 Ahnaip St., Menasha, Wis.

**Science Education, \$3.50**. Seven times a year. 374 Broadway, Albany, N.Y. A very fine publication for Junior and Senior High School. Very fine advertisements and book reviews.

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**DEPARTMENT OF EXTENSION**  
**UNIVERSITY OF ALBERTA, EDMONTON**



No. 50

## THE 1941 SUMMER SCHOOL

This year the Department is planning to take "another forward step" in its summer-school programme by offering for experienced teachers several special courses based on the new "work-shop" principle. These courses are the following:

### Course:

- No. 35—The Alberta Activity Programme for Division I of the Elementary School.
- No. 36—The Alberta Activity Programme for Division II of the Elementary School.
- No. 37—The Programme for the Intermediate School (Grades VII, VIII, and IX).
- No. 40—The School and the Community
- No. 77—Guidance—The guest lecturer is Mr. William D. Wilkins, Psychologist for the Shorewood Schools, Milwaukee, Wisconsin.
- No. 84—Democracy—The guest lecturer is Watson Thomson, M.A., of the Department of Extension, University of Manitoba.

There will also be offered at the College of Education a special course, Education 60, for experienced high-school teachers. The guest lecturer is Dr. John Wesley Bell, District Superintendent of High Schools, Chicago.

No. 39—Principles of Education is a pre-requisite for Course No. 35, and No. 36, but it may be taken concurrently.

For Course No. 35, No. 36, No. 37 and No. 77 there will be two classes, a work-shop class and a lecture and discussion class.

The enrolments in the workshop class for Course No. 35, No. 36, No. 37 and No. 77 will be limited for each course to about fifty experienced teachers, who are in a position to give leadership in their own local school divisions or communities.

Workshop enrolments in Course No. 35, No. 36, and No. 37 will be arranged through recommendations from inspectors, divisional superintendents and city superintendents. A special circular will be sent to these officials explaining the procedure required.

Workshop enrolments in Course No. 77 will be accepted by arrangement with the Supervisor of Schools.

Enrolments in the lecture and discussion class for Course No. 35, No. 36, No. 37 and No. 77 will be accepted through

applications as in former years. The time schedule in the Summer School Announcement on Page 53 shows the time at which the lecture and discussion classes in the first three courses will meet.

The fee for Course No. 35, 36, 37 and 77, whether taken in the workshop class or otherwise, will be \$11.00.

Teachers who enrol in the workshop classes will be expected to submit to the Supervisor of Schools on or before May 1st a list of two or three special problems on which they desire to work. The workshop procedure allows some time for group study and discussion. Obviously, however, a large enrolment would be incompatible with the proper functioning of the procedure. For that reason, a limit has been placed on the enrolment, and for the further reason that the teachers enrolled should be representative of all parts of the Province.

## Upper Canada College SCHOLARSHIPS AND BURSARIES

The following open Scholarships and Bursaries, founded in memory of Old Boys and Masters who fell in the Great War, 1914-18, will be awarded on the results of Examinations held at Toronto and other centres on April 22nd, 23rd and 24th, 1941.

### UPPER SCHOOL

- The Gordon Southam Scholarship, No. 3—  
\$600 a year for 3 years.
- The W. S. Jackson Scholarship—  
\$600 a year for 3 years.
- The Governors' Scholarship, No. 1—  
\$600 a year for 3 years.
- The Governors' Scholarship, No. 2—  
\$600 a year for 3 years.
- The Governors' Scholarship, No. 3—  
\$600 a year for 3 years.

Candidates must be under the age of 15 on September 1st, 1941. The standard is approximately that of Examinations set for passing from Grade IX to Grade X of an Ontario High School.

### PREPARATORY SCHOOL

Bursaries (2) .....(each) \$350 per annum  
Candidates must be over the age of 8 and under the age of 12.6 on September 1st, 1941.

For further particulars apply at once to the Principal, Upper Canada College, Toronto 12.

## BOOK REVIEW

### IMPROVEMENT OF BASIC READING ABILITIES DONALD D. DURRELL

(World Book Company, Yonkers-on-Hudson, New York)  
Reviewed by Nellie M. East, Calmar

THIS book will be of interest to teachers who find it necessary to use a great deal of remedial instruction in reading. It deals adequately with individual differences; classroom organization; equipment to deal with remedial work; practical suggestions for oral and silent reading; helps and hints for motivation reading; developing speedy phrase recognitions; meaning and word recognition; study skills.

The book serves as a guide in organizing reading classes. Emphasis is placed on small group instruction, each group

reading at its own degree of difficulty. It shows the necessity for motivation to promote successful and interesting reading which, of course, can be based on various ideas in connection with the integrated and activity programme. In oral reading it stresses the value of audience situation, methods of improving audience situation. Practical advice is given on such matters as—phrase reading, eye-voice span, faulty eye movements, lip movements, conceptual reading, voice enunciation, and expression. Various suggestion for assignments in silent reading, word mastery in silent reading, improving the rate, are given.

Finally the book deals with some interesting case studies, outlines a remedial reading basic vocabulary for primary grades. The book will be of value to those who must teach the basic reading abilities, and to those who must organize a remedial class.

## CANADIAN LEGION EDUCATIONAL SERVICES, INC.

**A**PPPOINTMENT of a regional education officer in each battalion or equivalent unit of the Canadian Army to collaborate in administration of the Canadian Legion War Services' education program for soldiers has been authorized in an order issued by the General Staff, Department of National Defence, to all District Officers Commanding throughout the Dominion.

The order sets forth the duties of each education officer appointed and also makes provision—for the first time in Canadian military history—for the soldier-students to study one hour per day during regular training periods. Students taking evening courses are to have their guard and fatigue duties so arranged as not to interfere with their attendance at classes.

Official endorsement of the Legion's education scheme in Canada was given coincidental with a cabled request received by Major-General H. D. G. Crerar, chief of the general staff, Ottawa, from Lieut.-General A. G. L. McNaughton, commander of the Canadian Corps overseas, for extension of the education program among the Dominion's forces in the United Kingdom.

The arrangements that are now in effect in Canada are the same as those adopted for England by General McNaughton. The Corps Commander has also authorized the appointment of educational officers in each battalion or equivalent formation in the 1st and 2nd Divisions. These appointments make it possible for an officer in each unit to devote his time organizing and promoting study among the men under the supervision of Legion educational advisers.

The regimental education officers appointed will be responsible to the officers commanding the unit in which they serve, but they will co-operate directly with the Canadian Legion War Services which has mapped out courses of instruction in a wide variety of subjects and also provides the instruction.

The Canadian Legion War Services has also concluded agreements with the Royal Canadian Navy and the Royal Canadian Air Force concerning education work in those services. An education adviser for the navy will be stationed at the principal east coast naval establishment, and special courses for naval personnel will be organized there.

In the Royal Canadian Air Force the program includes refresher courses in studies for men who have passed their junior matriculation but have become somewhat rusty. The idea is to get these recruits back to something like school-leaving proficiency in the period between their enlistment and their posting to training schools.

A syllabus of the correspondence courses offered by the Legion is available to every service man and it contains simple instructions regarding enrolment and study. Among the studies available in correspondence form are English, mathematics, social sciences and general science, book-keeping, shorthand, mechanical drawing, automotive engineering, Diesel engineering, electricity, and radio. Other

courses, such as on the diversified study of agriculture and farm management, are planned.

The system adopted by the Legion in preparing its correspondence courses is that each course is covered in four text-booklets. During the study of each booklet, test papers are tried by the students and these are forwarded by the unit education officer to the local Legion education organizer. The papers are marked and returned to the student for his guidance. Then, at the end of booklet two, a mid-term examination is held—the papers being marked in the same way—and at the completion of booklet four the final examination takes place. The standing finally attained by each student is recognized by all departments of education, colleges and universities and is officially recorded by the military authorities in the student's pay-books.

The whole plan has been so arranged as to permit of students carrying on their studies without interruption, even though they might be moved from one province to another, or from Canada to England. This is the nearest approach to a national unified system of education yet achieved in this country.

The first aim of the education program is to make the men better sailors, soldiers and airmen, in the belief that, as Field-Marshal Sir Edmund Ironside has said:

"The greatest essential in a modern army is education. It is the educated mind—contrary to the expectations of many—that adapts itself best to the strain of war."

Another object is to prevent boredom in the long winter nights, particularly among men serving overseas in the army who have spent long months in training without experiencing the thrill of actual combat.

The third main objective is to prepare men for civilian life on demobilization. Many men in the services have never held peacetime jobs, and some have worked at civilian pursuits for only short periods. The authorities believe, with the Canadian Legion, that if the men can be given a measure of training in some civilian calling or given a better educational background the problem of rehabilitation will be eased.

In all its planning and organizing the Canadian Legion Educational Services has had the wholehearted co-operation of the Canadian Association for Adult Education, the Canada and Newfoundland Education Association, all the Departments of Education in the nine provinces, the Universities throughout the country, the Canadian Teachers' Federation, many of whose members have acted in a voluntary capacity as instructors to the troops in cities and towns across the Dominion.

As for the response from the men themselves, the enrolment figures available as at February 15th are extremely illuminating. In Canada, more than 12,000 members of the Forces had registered and were actively taking up the courses. Overseas, 5,000 soldier-students were enrolled.

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# MANUAL ARTS



General Shop—Wood—Motor—Metal—Electricity—Drafting—Domestic Science

Edited by JOHN LIEBE, Ph.D., General Shop Instructor, Lethbridge

In last month's issue Mr. Hoover gave us a description of home-made leather tools, and he closed his article with a long and interesting list of leather projects. This time he deals with the actual work.

## LEATHER WORK

Mr. A. E. HOOVER

EVERY project in leather work begins with cutting a good paper pattern. Remember that no finished piece of work will be better than the original pattern! When you have moistened the surface of the leather lay the pattern on it and trace. The leather surface must be treated with great care, because once a mark is on it you cannot remove it again. After the article has been cut the leather should be edge creased to give it a finished effect. Before doing this dampen the leather by passing a damp cloth over it. If this is done several times before starting the work, the leather will have become softer and will hold the markings longer. But under no circumstances have the leather wet, neither for matting nor for tooling.

Many people have found that, in matting, the markings stay in for a short time and gradually fade out. If you keep your leather moist by dampening it every few minutes whenever the surface appears to be dry, and if you heat the matting tool until it is almost too hot to be touched, you will have a matting that will remain as long as the leather lasts. Heat the matting iron about every eight or ten minutes, and give it one sharp tap with a mallet when it is being applied. The pupils are liable to turn out a blotchy type of work, if they are not watched carefully on this point. The method of heating the metal tool and moistening the leather applies in all cases where tools are used on leather for design purposes. Flowered and similar designs will remain permanently.

Many beautiful effects may be secured by thonging. It is not necessary to buy thonging; any soft or fine quality of leather may be used. In fact I use nothing but the scrap ends of fine leathers. Take a piece of scrap, round off the corners, and with the scissors cut off the required width of the thong by going round and round the piece until it is long enough.

Then draw the thong through the hand once or twice and it will be straight enough for all practical purposes.

I shall now mention some difficulties which a beginner is likely to encounter. A hint often is enough to get over the trouble. If you punch holes, always put a heavy piece of leather under the one you are punching. In this way your punch will last much longer, and will give better service. A five-inch spike with a round quick taper will spread an eyelet so that it may be set in place with a hammer. Never use a steel ruler on moist leather, because it is darkened and this stain cannot be removed. If the leather wrinkles while you are tracing on it, you are working against the grain. Just reverse the direction of tracing. When making a belt from a strip that is too long, put the holes near the end from which the part was cut off, as leather is firmer farther away from the edge and retains its shape better.

A catalogue on leather equipment is always a great help, because it usually illustrates the necessary tools and often contains pictures of articles which are splendid suggestions for the crafts teacher. I recommend:

**Leathercraft!** Lapcheske Leather Co., 1717 23rd Street, Des Moines, Iowa; and **Catalogue** of George & Co., Noel St., Berwick Street, Soho, London W. 1. A year ago the English quotations were considerably lower than the United States quotations; and I found the English equipment and leather thonging quite satisfactory.

I shall be glad to answer any inquiries that may be sent to Nanton.

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NAME: Mr. Mrs. Miss.....

ADDRESS.....

March, 1941

# Local News

## ATA

The Ata Sub-local held its organization meeting at the Whiskey Gap school in mid-September. The following officers were elected: President, Rex Forsyth; Vice-President, Alec Dederer; District Representative, Bruce Law; Secretary-Treasurer, Lena Bario.

The first regular meeting was held at Del Bonita on October 24th at 8 p.m. and business was combined with pleasure when the discussion and question period was followed by a social, very successfully put over by the Misses La Frie Low and Annie Walker.

On November 20th at 2:30 the 3rd meeting of the term was held at the Kimball School with the Grade One of that school being retained for a demonstration lesson on a system of word-building. After the lesson the meeting was thrown open to a discussion of that system. Other problems later dealt with were: General Class Management, Playground activities and treatment of offenders on the playground; later and what to do about them.

On January 24th, the Sub-local held their regular meeting at the Jefferson School. Superintendent Hamilton spoke on the integrated programme, dealt with the school as a workshop, the teacher's main part being to hold a wise and understanding supervision of activities and an unobtrusive training of the child as an individual especially in his task of living and working with others. The method of obtaining the fullest benefit from the circulating libraries was then discussed, this being followed by a lively discourse on the guiding of the child towards an ultimate love of good poetry, so that in time he would wish to memorize selections he likes.

## BON ACCORD-GIBBONS

The February meeting of the Bon Accord-Gibbons Sub-local was held at the home of Mrs. Hunter, Willow Springs, with 12 members present. The projection lantern was discussed again, and the following schedule to operate as soon as possible: Gibbons, St. Eugene, Henthfield, Sturgeon, Bon Accord, Excelsior, Robin Hood, Willow Springs, Fedorah, The Insurance and Hospitalization questionnaire was filled out. After the meeting a delicious lunch was served by the hostess. The next meeting will be held at Fedorah, March 13.

## BYEMOOR-ENDIANG

The January meeting was held in the home of Mr. Stevens, in Endiang. Plans were made for the Spring Festival eliminations. Owing to cold weather there were few teachers present, so the business will be finished at a meeting in Byemoor early in February. After the meeting, Mrs. Stevens served lunch.

The Byemoor-Endiang Sub-local met at the home of Mr. Tuttle in Byemoor on February 8. The meeting was well attended, and final arrangements were made for the Spring Festival eliminations. Entries for the festival are to be sent to Mr. Tuttle by March 13. The next meeting will be held in Endiang on March 15. After the meeting Mrs. Tuttle served lunch.

## CALGARY NORMAL SCHOOL

A meeting of the Calgary Normal School students was held on February 7th and it was decided to form a local branch of the A.T.A. The following officers were elected: Mr. Gordon Campbell of Medicine Hat, president; Mr. Russell Taylor of Delia, vice-president; Miss Marjorie Kehr, Vulcan, Secretary. Mr. Campbell has declared next week, beginning February 24th and running throughout the week, to be A.T.A. week, during which time we intend to carry on an extensive drive among the students. This will merely be a start to get the student body as a whole A.T.A. minded and our efforts will not stop there. It was a pleasure and an honor to have Mr. Barnett, General Secretary-Treasurer of the A.T.A., with us at our meeting and we hope to obtain bountiful returns from that visit and the week we are planning for in the near future.

## CONSORT

The regular meeting of the Consort Sub-local was held on February 1st. The meeting was called to order and the minutes of the previous meeting were read and adopted. Plans for the festival were discussed further, and a list of rules and regulations was decided on. A motion was made that each member write to the A.T.A. Lending library for a reference book dealing with teaching methods. It was decided that at the April meeting, a half-hour be spent on a discussion of the books.

## COUTTS-MILK RIVER

The Coutts-Milk River Sub-local met in Coutts on January 29th, at which meeting we were honored by the presence of our new superintendent, Mr. H. S. Baker, M.A. The first part of the meeting took the form of an institute. Mr. Roe of Aden spoke on "Mathematics in the Intermediate School", followed by an open discussion on the topic. Mr. Baker then addressed the meeting, speaking in particular on "The Integrated Programme of the Elementary School". The business meeting was opened with Mr. Roe, the vice-president, in the chair. Miss Sauter read the minutes of the last meeting and Miss Smolick gave a report on the Foremost Local meeting. The village salary schedule and future meetings were then discussed; the next meeting to be in Milk River on March 26th.

## CZAR-HUGHENDEN

The January meeting of the Czar-Hughenden Sub-local was held in Hughenden, at the home of Mr. R. Houghland on January 11th. Mr. S. Sorenson gave a report, with examples, of the mathematical graded tests, prepared by Dr. M. E. LaZerte. The question of a spring Festival was discussed and it was decided to carry on as in previous years. The meeting appointed a Festival Committee to make selections and organize Festival business to be discussed at our next meeting. Mr. Houghland outlined his interesting trip to Yellowstone Park, and Mrs.

Houghland served a very delicious lunch. The attendance was very encouraging.

The February meeting was held in Czar at the home of Mrs. Mitchell on the 2nd. A report of the Executive meeting of the Local A.T.A., held in Provost on January 24th was given. Further details of the Spring Festival were discussed, and the committee outlined their suggestions for festival items. Miss White of Hughenden gave an interesting account and showed her scrap-book outline of a trip through the United States. An Art discussion was planned for the next meeting. Mrs. Mitchell served an enjoyable lunch.

## EVANSBURG WEST

A meeting of the Evansburg West Local was held in Edson on February 1. The officers are: President, Mr. C. E. Sterling; Vice-President, Mr. G. L. Peers; Secretary-Treasurer, Mr. A. H. Dakin; Assistant Secretary and Press Correspondent, Miss M. Campbell. The secretary gave a financial report and all immediate debts were attended to. Mr. Sterling then spoke on the Salary Schedule. He and Mr. Peers had attended a meeting of the Edmonton Geographic District Salary Committee on January 25th. The decision was to have a new Salary Schedule Negotiated. Another meeting is to be held in regard to this on February 22nd. A discussion followed on the distribution of the Circulating Library.

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## GRANDE PRAIRIE

The regular monthly meeting of the Grande Prairie Sub-local was held on February 1st. in

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the Grande Prairie High School. Mr. Melsness gave his third radio talk on the Supervision of Arithmetic. The topic he dealt with, "Pupils' Difficulties in Problem Solving." Following this Miss Wilma Robinson distributed copies of a Grade III Arithmetic examination paper to the teachers for discussion as to the suitability of these questions for testing qualities. An interesting paper was given by Mrs. W. A. Kujala. This was an analysis of pupils' difficulties on a sample Grade V Arithmetic test.

## HIGH PRAIRIE

The February meeting of the High Prairie Sub-local was held on the first in the Junior room at High Prairie. Discussions took place on Hospitalization and Insurance, Cadet training in the High School, and an English to be taught throughout the school. At the conclusion of the meeting lunch was served.

## HOLDEN

A meeting of the Holden Local was held in the Holden School on February 6th at 8 p.m. with all members of the Executive and the Salary Committee present. After a four and one-half hour discussion, the following recommendations regarding the salary schedule were agreed upon: The salaries of second class teachers should not be lowered; any increases to be made in salaries should be made in the same proportion to the teachers; in view of the fact that the Normalites in our Division receive less remuneration than Normalites in adjacent Divisions, we feel that they should be given first consideration when salary increases are made. A vote of thanks to Mr. Wm. Dean who has given untiring energy to his services on the Salary Schedule Committee for the past three years, was endorsed.

## HUALLEN

The regular monthly meeting of the Huallen Sub-local was held in the Lower Beaverledge school on January 18. In spite of the adverse weather, all teachers were present with the exception of two. Miss Edith Lechelt was again in the chair and Miss Edna Humphrey again fulfilled the duties of secretary. The reading of the minutes of "O Canada", the appointment of a councillor to the local at Grande Prairie was dealt with. Through an oversight, this had not been done before. Mr. Harry Sherk was elected to this position. In the open forum discussion this time, the teachers discussed the subject of the school at some length. Mr. Hillis Stratton suggested some very interesting problems here and some very good ideas were developed by all present. It was decided that Miss Lechelt should give a talk and demonstration on ways of teaching the Spanish language. The next meeting was a special meeting. Mr. Walter Schienbren raised some extremely interesting questions in regard to the use of informal teaching methods. It was decided that this subject be dealt with more fully at the next meeting. At the close of the meeting, the teachers were entertained by Miss Anna Proden and Miss Ivan Fawkes.

## INNISFAIL WEST

The regular monthly meeting of the Innisfail West Sub-local was held on January 17 at the home of Mrs. A. and Mrs. A. Hamman. The business meeting was held. It was decided to begin a study of Remedial Reading at the next meeting. Members are to come prepared to discuss the subject. It was also agreed to forego the February meeting in order that more teachers might attend the meeting of the Rocky Mountain Local. A short discussion of salary schedules was held. The meeting closed with a delightful lunch served by the hostess.

### IRRICANA-KATHYRN

The regular meeting of the Iriicane-Kathryn Sub-local was held at the home of Miss Norine Maynes on January 8th. The choice of a committee to handle the Festival was left until the next meeting or until after the P.T.A. meets. A report of the executive meeting was heard. After some discussion about the Local news sheet, it was decided that the press correspondent would look after the matter. It was decided to accept the offer from the Iriicane Sub-local and attend their meeting on January 21. The remainder of the evening was spent socially. Lunch was served by Miss Maynes.

The February meeting was held in the household economics room of the Kathryn school on the 5th. Most of the evening was spent in examining and choosing lists of books from the excellent selection which Inspector MacLeod had on display. A very interesting motion picture, "Inland Voyages" depicting a journey along the Great Lakes was shown by Mrs. Merrell. It was decided to table the matter of the questionnaire on Hospitalization and Group Insurance until the next meeting. Miss Mayell served a delicious lunch.

**JASPER**

The Jasper Sub-local was organized at the home of Mr. and Mrs. Scott on January 9th.

The following executive was elected: President, Mr. Ivor Hughes; Vice-President, Miss Grace Hayhurst; Secretary-Treasurer, Miss Nora Brooks; Press Reporter, Miss Dorothea Allison; Committee, Mrs. M. Christensen, Miss Allison, Miss Mathieson. The evening was spent playing bridge, after which the hostess served a most delicious lunch.

**LAMONT-BRUDERHEIM**

A meeting of the Lamont-Bruderheim Sub-local was held at Lamont February 8th. Mr. E. V. Ross presided. Several urgent matters of business were dealt with. Lunch was served by the local teachers at the close of the business meeting.

**LETHBRIDGE**

An executive meeting of the Lethbridge Local was held on January 18th at the Marquis Hotel with the President, Mr. A. Simcoe in the chair. Matters of business discussed included (1) Suggestions for improvement of the Fall Convention; (2) Methods of reporting business transacted at Local executive meetings to the teachers of Sub-locals; (3) Instructions to the Salary Negotiating Committee. Mr. C. Allen and Mr. White were elected to the hospital board.

### MIDNAPORE-FOOTHILLS

The regular monthly meeting of the Foothills and Midnapore Sub-locals was held on January 18, in the Herald Boardroom, Calgary, Mr. White presided over a fairly well attended meeting, to which teachers from Crossfield were welcomed. Following the reading of the minutes, the publishing of a monthly two-page bulletin to be subsidized by the Local was approved. This bulletin is to be supervised by a committee appointed by the Local from representatives of the various schools. The Local is reported on a tentative plan to make an economic survey of two school divisions to be used as a

31

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guide for further operations of the Salary Negotiating Committee. Dr. Coffin presented an interesting talk on Methods in teaching English. Following a brief discussion on the topic, the meeting adjourned.

#### MORINVILLE

On February 7th, 1941 a Sub-local was organized in Morinville with the help of Mr. Dineen and Mr. Chaba. The meeting was held at the home of Mrs. J. Steffes. The officers elected were: President, Mr. J. Potvin; Vice-President, Miss Mary Fitzgerald; Secretary-Treasurer, Mrs. Ed. Borle; Press Correspondent, Alma Steffes. An enthusiastic and witty talk was given by Mr. Chaba concerning the organization. The Sub-local accepted the invitation of Miss Mary Fitzgerald to meet on the 21st of February at her home. After the adjournment of the meeting an enjoyable lunch was served by Mrs. Steffes.

#### QUEENSTOWN-MILO

The monthly meeting of the Queenstown-Milo Sub-local was held in the Queenstown school

on January 17th. The Executive was elected for the Sub-local Musical Festival to be held this year in Queenstown and the date set for the first executive meeting—the first Saturday after the syllabus comes out. Book lists of trading stock from all the schools in the Sub-local were checked and filed. Some books were interchanged among the teachers present. The report was given by Mr. Forgue of the first meeting of the Salary Schedule Committee dealing with the increment on this year's salary. The feature of the afternoon was a demonstration by Mr. Allergoth who used a gramophone and the new Sub-local records to show how Music Appreciation could be a very practical and living part of the present music course.

We wish to compliment our teachers on the increased effort they are making to get out to meetings. Keep it up!

#### SEXSMITH

The Sexsmith Sub-local met at the home of Mr. and Mrs. Nordon on February 1. The group listened to the broadcast on the Supervision of Arithmetic given over CFGP by Mr. H. C. Melness of Grande Prairie. Our councillor, Mr. Williamson reported on the last meeting of the council. Visitors after the business meeting were Mr. and Mrs. Melness and Mr. Johnson from Grande Prairie. Mr. Melness fully explained the pension scheme thereby clearing up many points which had been doubtful. Followed a discussion led by Inspector Johnson on typical problems met in the school room. At the close of the meeting a delicious lunch was served by the hostess and lunch committee. Meetings are held on the first Saturday of each month.

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#### SMOKY LAKE

The Smoky Lake Sub-local held a most successful meeting on January 11th in the War-spite High School. Feature of the meeting was a discussion on mathematics which included such phases as diagnostic tests, lesson methods, language difficulties and aims and purposes of the various courses. This was led by Mr. Kokolsky who was the representative of the Smoky Lake Sub-local at the class on Remedial Arithmetic at Summer School. The discussion was lively, vigorous and of much benefit to the teachers present. Following the meeting a delicious lunch was served by Miss E. Radyk and Miss M. Peniak.

The February meeting took place at the Smoky Lake High School on February 1st. A good turn-out of members discussed the question of group hospitalization and insurance. Mr. L. Bercuson spoke on "Remedial English" in which he suggested various techniques for dealing with language difficulties among New Canadians. Luncheon was served by members of the Smoky Lake school staff.

#### SUNDRE

The Sundre married teachers beat the single ones when it comes to attending a skating party, it seems, according to the roll call on February 8th, at the regular meeting of the Sundre Sub-local. After a helpful and sympathetic discussion of school problems and a distribution of useful social studies material, the teachers and their partners were served by Mrs. D. Petch who acted as hostess.

At the next meeting at Eagle Point School, March 8th at 7 p.m. supper will be served from 7 to 8 p.m. A talk and a demonstration of Art will be given. There may be some surprise from down east. We expect to decide on two songs for the S. F. chorus. The School Fair and Sports Day will be live topics. Teachers' problems are invited. You, the teachers are asked to try to bring or send in the Lady Tweedsmuir library books for this meeting. Book contest ends March 20th. Come, get a new set of books and hear about a new contest.

#### TRAVERS-LOMOND-ARMADA

The Travers-Lomond-Armada Sub-local held their meeting at the home of Mrs. R. Frost of Lomond on January 18. After the regular business procedure, discussions of various problems followed, particularly on the subject of Music. Miss Lichfield of Armada led a discussion on Social Studies in Divisions I and II. This was followed by a general discussion on Social Studies. The program for the February meeting will be in the form of a "Question Box", questions or problems to be submitted by the various members of the Sub-local, and discussed by all. At the close of the meeting a very delicious lunch was served by our hostess, Miss Ruby Alder.

#### RETlaw-VAUXHALL

A meeting of the Retlaw-Vauxhall Sub-local was held on January 29th in the Roseland School. During the business part of the meeting a new schedule was drawn-up for the use of the lantern and slides. If all the teachers co-operate the lantern will get to each of the following schools twice per month: Vauxhall, Kinlock, North Slope, Roseland, Southside, Retlaw, Circle Hill, New West. Following this discussion it was decided to hold the next meeting on February 26 at Retlaw. The evening was brought to an enjoyable ending when Mr. Sakatach the President and Roseland teachers presented a very enjoyable lunch.

#### WILLINGDON

The monthly meeting of the Willingdon Sub-local was held on February 8th in the Willingdon school. Mr. Ipachuk acting as chairman in the absence of Mr. Kuneilus. Discussions led by Mr. Sveika centred around group insurance, hospitalization and the musical festival which is to be held at Two Hills on May 16 (tentative date). It was unanimously decided to order copies of Educational Reading Tests for the public school grades. The teachers of the Sub-local pledged themselves to buy war savings certificates. Following the business section, interesting reports were given by Messrs. Grasiuk and Carroll on "Improvement of Reading" and "Reading Readiness". A delicious lunch was served by the lady teachers of the Willingdon school staff. Next meeting will be held on March 15.

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